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# THE AMERICAN School Board Journal

A Periodical of School Administration



MAY, 1941

The Bruce Publishing Company, Milwaukee, Wisconsin





*The George W. Johnson School,  
Endicott, N. Y.*



*The George H. Nichols School,  
Endicott, N. Y.*



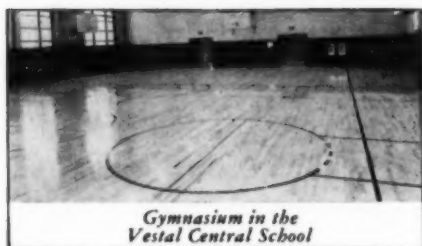


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# THE AMERICAN School Board Journal

MAY,  
1941

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## SCHOOL-BOARD HEADACHES!

Occasionally, we note the resignation of a member of a board of education who has become tired of the annoyances, embarrassments, and difficulties which have attended his office. He may have entered upon his duties with all the enthusiasm, interest, and loyalty which the service warrants and then become disillusioned and irritated with all that happened in the course of his administrative experiences.

There may be situations in the field of school administration which are unpromising and at times disheartening to those in charge of them, but it remains that these are usually the result of unnecessary and self-inflicted burdens.

There are those who allow themselves to be harassed by parents and teachers, salesmen, and a group of busybodies. In their anxiety to serve they invade the province of the professional workers, and unnecessarily give time and thought to details that are properly delegated to others.

If the school-board member secures a clear concept of the scope and function of his job he will save himself much annoyance, friction, and embarrassment. He will become more efficient in his capacity as a member of a body which is legislative, policy making, and judicial in character. He will leave the execution of all details to those delegated to perform them.

Yes, many headaches may be avoided and the labors of school-administrative work become more pleasant and more effective without assuming unnecessary burdens. There is a compensation which is found in the consciousness that a valuable public service is being rendered.

William George Bruce, Editor

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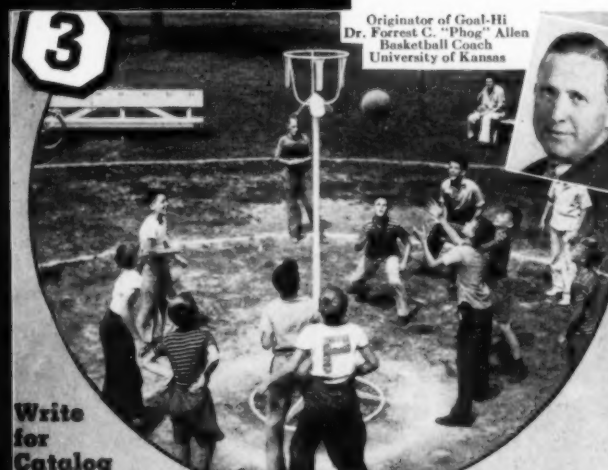
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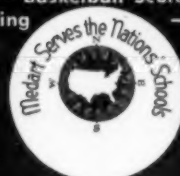
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# THE AMERICAN School Board Journal

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NEEDED TEAM WORK



# TELLING THE PUBLIC

It's an Old, Old Tale but Sometimes We Forget the Words

Catharine Gunn<sup>1</sup>

In its widest aspect, public relations should be the concern of every employee of the school system. Citizens are likely to judge the schools by the narrow cross section which comes into their individual experience. For this reason, the courtesy of a teacher to a disturbed parent or the courtesy of an office employee to a casual questioner is of primary importance. Nor can too much emphasis be placed on the importance of school-community relations as developed through parent-teacher meetings, open-house programs, etc. These questions, however, are as inclusive as the school organization, and this discussion will consider only the technical problems involved in the use of such mediums as the press, radio, and school publications.

The purpose of educational publicity is to interpret the schools, thoroughly and honestly, to the community. If this can be done so that people really understand the high aims and splendid achievements of education, both public and private, the cooperation and support of the great majority of citizens of good will is sure to follow.

## Three Basic Principles

The best school publicity is not artificial or forced but follows the natural and logical line of bringing the public and the schools together so that they will know and understand each other better. This happy result cannot be achieved by accident, but only through a carefully thought-out plan of public relations. Such a program, while flexible in details, should follow certain principles.

1. It should be a matter of steady, continuous information which never sacrifices long-range welfare or prestige for immediate gain. Shoddy, high-pressure methods of publicity would be a disgrace to a school system as would anything even faintly resembling a "publicity stunt." News can be vivid and interesting and at the same time honest and dignified.

2. Quality is just as important as quantity. To accomplish its purpose, school news should have substance; it should tell the public something of significance about the schools. A high school masquerade, for instance, may be given a column of society notes, but such space contributes nothing to a public relations program.

3. News released to the public through any medium must be timely, complete, and scrupulously accurate. It must be presented in a simple and interesting style that can be understood by a not-too-bright public. The information must be of general interest and must be impersonally

presented. An unadorned statement of facts showing accomplishment can be immeasurably more impressive than any eulogy.

## Some Useful Techniques

In spite of the introduction of so many other mediums, local newspapers remain, in most communities, the most important source of school publicity. Don't hesitate to send notices of school activities, whether large or small, to newspaper offices. Editors like to get them if they are interesting and reliable. While practices in each community must be modified to suit the peculiarities of local newspapers and schools, a few general suggestions about techniques may be pertinent:

1. Know your local editors. Call on them at some hour when they are not rushed and talk over your news policies. However, be careful not to make a nuisance of yourself around a newspaper office. Many a school executive has made himself the lifelong enemy of some overworked newspaperman by calling on him 10 minutes before the publication deadline to discuss a school concert scheduled for two weeks later.

2. Unless your news is unexpected or usually important do not telephone it to the paper; write it out and send it in. Type all material double spaced and at the top of the first page put the name of the sender, his position in the school system, his office address, and phone number.

3. Write simply, try to avoid educational phraseology and be sure to include all the facts.

4. Material sent to daily papers should contain a release date. In case there are both afternoon and morning papers, specify which one is to release the news. Be careful to divide your releases equally among the papers. Really important news should be sent at once to all papers. Features may be given to only one paper more than its share.

5. Send in your routine news early. Your chances of getting space for relatively unimportant meetings, and so on, are much better beforehand than afterward. If some important event is anticipated, try to gather in advance as much material about it as possible. This will make it easier for the newspapers to handle it with speed and efficiency when it does "break."

6. Don't act like a prima donna when your news is not printed. In all probability, it was crowded out, not for personal reasons, but to make room for a new chapter in the Albanian invasion or some other world-important happening.

7. In case a reporter is sent to cover a school story, give him all the help you can but don't try to tell him how to write

the story. He knows how. It is not necessary to drag all the family skeletons into his view, but be sure to answer his questions honestly. Don't try to lie or cover up a bad spot in the school administration. The papers will find it out anyway, and your efforts to deceive them will make it much more difficult for you to tell your side of the trouble. Public relations counsels for big industries are learning that they can save their companies much grief by a frank and friendly discussion with newspapermen of strikes and other labor troubles.

8. If you live in a city, don't overlook neighborhood newspapers. Even if they do contain 80 per cent advertising, they have a surprising amount of reader interest. The same is true of papers edited for Negroes, or other special groups. If you have news of more than local significance, send a copy of it to the national press associations.

## Good Pictures in Publicity

Good publicity takes advantage of popular trends. That means that this is a good time to use pictures as much as possible, especially since children make such good camera subjects. If you are lucky enough to have your own photographer, send his pictures to the papers, being sure, of course, that all persons are identified. In taking pictures, copy the style used in current pictorial magazines. Show one, two, or three youngsters rather than large groups, and use natural poses rather than artificial and stilted groupings. Many school systems have made movies of their activities with great success. In general, the same rules apply as those governing any other amateur movie production.

Every school system that can possibly afford it should publish a paper, bulletin, booklet, or some other material planned to inform the taxpayers of what the schools are doing. This gives you an opportunity to tell your story the way you want it told and frequently this cannot be done in the public press. *In planning your paper, decide to whom it is to be directed and try to write from their point of view.* Use the mechanical helps of pictures, headlines, boxed material, art work, and so on, to enliven your writing. However, don't attempt elaborate presentations unless you can afford to do them right. In printing, as in everything else, good effects can be achieved inexpensively by the use of a little originality and good taste.

## Radio Publicity Effective

Radio publicity means a great deal of work for someone. While this medium is undoubtedly important at the present time, any appraisal of its worth must take into consideration the amount of time that has to be spent in preparing material. Because of federal rulings in regard to educational broadcasts, it is relatively easy to get time from radio stations, but few stations are willing or able to give much professional service in preparing programs. Even if they are, the training of musical groups

(Concluded on page 93)

<sup>1</sup>St. Louis Public Schools.

# Leaders and Leadership in a Democracy

Allan F. Saunders, Ph.D.<sup>1</sup>

Leadership is a social process that has not until recently received much attention from social scientists. In the days when we comfortably accepted the illusion that democracy grew automatically in strength and efficiency, our American educational and social scientist doctrinaires wrote little of the techniques for the training of leaders. Our schools were to provide equality of opportunity for gaining a livelihood or for moving comfortably among the shibboleths of the literati. But now that totalitarian dictatorships challenge our survival, the whimsical theoreticians hasten to define the qualities of an elite without whom, it is assumed, our culture will undergo drastic and unpleasant alteration. The training of leaders has become the self-imposed civic obligation of the educator. If only he be left free by society, he will skillfully turn out by means of standardized techniques the desired supply of leaders. They are as easy to produce — once the attributes of leadership are known and the teaching staff obtained — as are salesmen or sanitary engineers. So runs the current myth of the intelligentsia.

What then can be said of the measurable criteria for leadership? First, it must be noted that the verbose have already begun to provide us with manuals. Among social scientists who have published in this area are C. E. Merriam, William B. Munro, Harold E. Gosnell, Vilfredo Pareto, and Roberto Michels. This paper is not a condensation of any of their aphorisms, findings, and insights; it is merely a collection of excogitated ideas whose relation to objective reality is indiscernible.

Certain other premises or prefaces may be mentioned. In a democracy leadership must be built upon continuous recognition of the fact of individual differences. The democratic leader above all leaders cannot safely ignore these variations, for he cannot employ the bludgeon that is ready to the hand of the dictator nor the demoralizing spoils available to the demagogue. Secondly, to have leadership in a democracy the society must be free. The conditions and qualities of a free society are worthy of analysis; but this is not the place for it. One feature must, nevertheless, be noted: In a democracy the career of leadership must be open to talent, wherever found. And it must be remembered that wherever the light of democracy has penetrated long-hidden capacities have been found. As privilege is removed, the democrat must seek out these neglected capacities. Thirdly, democratic leadership connotes the presence in the group of a common purpose. The consciousness of community of purpose is the foundation upon which such leadership ever depends.

## A. Types of Leader

The area for analysis should be defined. It is commonplace that among any number of human beings there will be one or a few prominent persons whose activities set them off from the others. They are the spokesmen and the "act-men" for their groups. We see this phenomenon and we find it recorded in history. Are all such outstanding individuals to be called leaders? Yes; provided we are content to see them simply in the setting on which they momentarily appear. In relation to the given situation and to the given crowd they are leaders. But leadership connotes certainly something more than casual and intermittent prominence. The leader certainly occupies a stabilized — at least, a regularized — position.

This suggests some of the attributes that seem to be relevant to every kind of leader; and these should be noted before we try to distinguish the democratic leader.

First, every leader is conditioned by the environment, physical, and cultural. Whether the priest, the warrior, the lawyer, the scholar is a leader is largely dependent upon the circumstances of time, place, and technology. Tradition gives reputability to certain traits and skills, others are denigrated. Second, the leader must have at hand instruments for management: techniques and tools for communication and command vary, and their variance is the efficacy possible to the leader. Third, the leader requires followers, that is, persons conditioned to regard as normal the leader-follower relationship. Culture, in brief, is the bed of leadership.

For our purposes, leaders can be classed as of three types — demagogues, dictators, and leaders proper. The demagogue is the leader whose drive is self-maintenance. He exploits his followers for his personal ends. His rule may be benevolent, as is that of most political bosses, but he rather than they determines the ends sought and the means utilized for their attainment. Second, the dictator is the fanatic, the leader who has seen a vision, who knows the whole truth, and knows that infinite sacrifice is justifiable in the struggle for its attainment. While Tammany and Mussolini may illustrate the demagogue, Savonarola and Hitler may represent the dictator type. Third, is the democratic leader, who agrees with the dictator in that he works for an end transcending himself, but differs from both dictator and demagogue in that he finds the end that to which his followers give allegiance, and an allegiance equal in depth to his. The democratic leader is the leader who identifies himself with the common purpose and who also recognizes that the purpose cannot be common unless it is shared by his followers. The truly democratic leader, furthermore — and this

is perhaps the most difficult of attainment — must not permit the followers to identify the common purpose with his personality and progress. The demagogue, and still more the dictator, are charismatic leaders; that is, they encourage the followers to find in the leader the personification of the purpose, to regard the leader as possessed of mystical powers enabling him beyond the ordinary to decipher the future. The democratic leader cannot risk such apotheosis; in a democracy loyalty is to the common purpose, not to any individual. No person is indispensable. Leadership is in a democracy a function of service; whereas the dictator imposes, the true leader adheres.

But among democratic leaders one may distinguish two subtypes, whom we may designate the "administrator" and the "leader" purely. The administrator lets his eagerness to attain the common goal obscure the truth that no end is worth attaining if success involves stunting the followers. The true leader knows that means determine ends and that democratically determined ends require the use of democratic means. The administrator is the man whose humanity has been lost in the technician; the democratic leader remembers that the process of attainment is quite as important as the end attained; who knows, indeed, that part of the end is the method. The common purpose of a democratic group is one that is dependent upon the participation of the followers in a process that is individually satisfying because individually creative. The common purpose achieved cannot, in a democracy, find itself surrounded by the corpses of those who have set the goal and were to enjoy the fruits of common effort.

Here then we intend to limit our attention to the truly democratic leader, the one who seeks a goal held in common with his followers and to be enjoyed when gained and in the gaining, in common with them.

## B. Attributes and Skills

This leader must possess the following attributes:

1. **IMPARTIALITY.** He must neither show nor entertain bias or favoritism toward his subordinates. This does not mean that he must treat them as identicals. On the contrary, he should utilize their special traits and skills. But personalized preferences if held will soon be noticed, and when noticed will do much to damage the institution and its procedures will rapidly become ineffective.

2. **ACCESSIBILITY.** The leader must be and must be regarded as being available to his subordinates. He must likewise treat them as ones entitled to respect equally with his superiors. Accessibility means also that he should be a good listener. That means that

<sup>1</sup>Associate Professor of Political Science, Scripps College, Claremont, Calif.



he must be sharing creatively in his subordinates' effort to express an idea or experience; it does not mean that the leader must be but glumly receptive only to dismiss the matter as soon as the subordinate is out of sight. This, in turn, implies that the accessible leader holds his convictions open at the end. He cannot safely let convictions harden into dogma, but he must expect to modify them when the attitudes of his subordinates or change of circumstances make it necessary.

3. **PATIENCE.** Closely associated with this trait is the ability to subordinate the joy of achieving short-run results to the more painful and less direct path of piecemeal progress toward a finer goal. The democratic leader must — or should — see the situation in the large and he should have the imagination adequate to comprehension of the multifarious interrelations of the factors in the situation. That is, the leader by definition is thinking and planning ahead of his followers; he knows better than they the consequences of action and, therefore, what next steps are best. But the democratic leader will never permit his greater insight to lead him to act beyond the present readiness of his followers. He should, of course, urge upon them his personal convictions; but he must always separate his individual beliefs of the wise and the practicable from his obligation to act only as his followers are prepared; otherwise he loses contact and awakens distrust, neither an atmosphere conducive to effective administration.

4. **HUMILITY.** The democratic leader must ever remember the dangers that possession of power brings to its holder. Power corrupts; and pride goeth before a fall in all social action. The risks of power can be reduced not chiefly by the establishment of tortuous machinery that hampers action, but better by the constant vigilance of informed constituents and of the conscientious leader. He must seek from them suggestions; beyond that, he must convince them that he expects them to present such suggestions and that he believes them capable of originating them. The democratic leader occupies an office: his power is not his but that of the office he bears. In a democracy he can expect confidence and support from his followers only so long as his performance is adequate to the task with which society has vested him.

5. **INTEGRITY.** The leader must be honest and above board at all times and with all comers. His word must be as good as his bond. Through him must shine the quality of the office he bears, and its dignity should be enhanced from his personal character.

6. **VIGOR.** The leader must have great nervous and physical endurance for his job is hard and endless. He cannot work only during "hours" and expect to be successful. Good presence is helpful but not of primary importance; but energy must be abounding.

7. **INTELLIGENCE.** In the leader it must extend at least to the capacity to com-

prehend the common purpose, the position both verbal and social of his associates and subordinates and to the techniques suitable for accomplishment of the tasks set. Very high "native intelligence" may easily prove a handicap, leading to arrogance and dictation unless covered by proper humility and integrity.

1. The leader must furthermore possess certain skills that may be very roughly defined as learnings grafted upon native traits. The social intelligence that enables him to meet and move with all sorts of men and to glean from them matter of value to his work is one of these. The accessibility of the leader is rendered sterile if he in association cannot put his subordinates at ease with him and convince them by easy indirection and courtesy that leader and follower are fellow members of a common and worth-while enterprise.

2. Closely related to this capacity is that of knowledge of the role of words both written and spoken. He must know how easy is misunderstanding a product of the different backgrounds of communicants. He must know the emotive power of words. Moreover, he must be skilled in the presentation of ideas. He should be able concisely and clearly to summarize the consensus that has emerged from an involved group discussion as competently as he can issue orders for the execution of a decision that has been made. He must know how to cast his thoughts and intentions into words that are recognized by his subordinates; he must be flexible in his use and choice of vocabularies; he must know how to gain and to hold mental attention or readiness.

3. Skill in personnel administration is, of course, needed. Knowledge of the techniques of job analysis, of employment methods; tact and kindness are but a few of the aids he can, if properly trained, command.

4. In like fashion, he should possess a working knowledge of the legal, political, and social setup of the organization he leads and of the community within which it operates. Capacity to present to that larger community the point of view, needs, and functions of his organization is desirable, as is the complementary ability to lead his organization to refreshing knowledge of the presence and claims of the larger community.

### C. Procedures and Processes

The last point introduces the area wherein the democratic leader is most distinguishable from other types of leader. Democracy is a way of social life as well as a life. The methods employed are of the essence of democracy. Here the secret of success lies, I believe, in the leader's remembering all the time that he is dealing with human beings who are ends as well as means. The institution consists of the behavior patterns of the individual members; it is what they think and act it to be. It most certainly does not consist of the material structures utilized nor of

the paperwork that tends to demean human beings into routineers. Though an institution lives in and through its members, or rather, just because they are its dynamic, the democratic leader must ever be conscious that his instruments are ends themselves, and that in the processes of the organization have put and are putting themselves. It is for them a part of themselves; he must not wound them through forgetfulness of the human cooperation that is democracy.

For brevity's sake, the basic procedures of democratic leadership can be dealt with under two heads: how to deal with Facts, and how to deal with Authority.

1. **FACTS.** First, the democratic leader must be constantly sedulous in the gathering of pertinent data. Laziness on this point breeds not only incompetence but disrespect by his subordinates. But once gathered, the facts must be tested to see their relation not only to the common purpose but also to the role of his subordinates. The meaning of the facts lies both in what they do to the goal and also to the participants. Thus the leader must be alert to prevent the occurrence of situations that impair the functioning of his subordinates quite as much as to situations that impede the struggle for the goal. Next, his facts must be presented to his subordinates in a manner that makes them understandable. All the facts should be presented. And upon them he must seek and obtain their counsel. Here, as throughout the handling of facts, authority must be exercised in the manner outlined below. After decision has been reached upon the meaning of the facts, it is his job to see that action follows appropriate to the findings. But execution is not enough; periodically there must be an audit of the results of execution. And the findings must be publicized as fully and as freely as were the originating data.

2. **AUTHORITY.** Authority and responsibility are the two faces of the medal of the position of leadership. The leader bears both; but, in a democratic administration, he must likewise share each. The democratic leader must always assume final responsibility for the conditions that have been brought into being by his group and their collective behavior. This means that he must stalwartly protect his subordinates even in their mistakes. This does not mean that their mistakes should go uncorrected nor that they be permitted to commit them with impunity. It does mean that the leader must represent himself before the community as responsible for the actions of his group and as representative of his followers. If he fails to protect them before the community, they soon cease to respect his leadership. A corollary of this is that the leader must defend the right of his subordinates to behave as human beings in that larger community that will bring to bear sinister and powerful pressures for divergence from the ends of the institution and from the ideals of democracy. Leadership requires power; power becomes tyrannical unless



checked. There are only two methods of restraint: either by division of power, which leads to confusion; or by vesting power with responsibility to some power higher than that of the institution itself. Among the dictators that higher responsibility is amorphous; in a democracy it must be responsiveness to the will of the governed. In a democratic administration, authority depends upon the confidence of the followers that the power of the leader is being exercised to achieve the ends of the group. Because those ends include the personalities of the members, the check upon him lies in the judgment by his followers of the quality of his achievement.

That indicates, in the second place, that the democratic leader must delegate authority. Subordinates must feel that their special talents are being utilized. If he is competent, delegation will be to the competent. But the delegation must be one of

administrative powers and not of powers either to formulate policy nor to adjudicate upon the results of group behavior. The former, legislation, must remain a power of the group; the latter must remain his. This implies that he must exercise discipline, and exercise it firmly. That is not the same as ruthlessness. Discipline, like policy determination, must be based upon fact freely found and collectively focused. Thus his followers will, through participation in the preliminary steps of discipline, more wholeheartedly accept his judgment. Having free choice of his agents, the leader must have freedom to discipline them; but only after the bases of decision have been made common knowledge and never as a sacrifice to the demands of the outside community. Authority to be real must be responsible to standards of justice erected by and maintained by a democratic society of equals.

In summary and conclusion, the charter for the democratic leader will certainly include the following articles:

1. That the common man is capable of loyalty to an ideal toward the attainment of which he will work in good faith with his fellows, and that this belief is the basis of the method of government that is democracy;

2. That the leader must therefore dedicate himself to the task of evoking from every follower the best possible;

3. That the leader must courageously withstand the persistent attacks of outsiders impatient for "results," and stoically bear the recurrent failures of himself and of his followers to live to their fullest;

4. That the goal of democratic leadership is in the seeking and not in the finding, for associated living is a reciprocal growth rather than conformity to a set pattern.

## An American Community Organizes Its Citizens for National Defense John Amherst Sexson<sup>1</sup>

The military defense of the nation is already well under way. As this is written a news flash informs us that the Army has just passed the million mark. In the airplane factory nearest to where this is being written, workmen are completing a plane every four hours. That kind of performance is being duplicated in several key spots throughout the country. Locomotive works are turning out tanks. Automobile factories are building engines. Our shipyards are working on a 24-hour schedule. Even the test blackout of Seattle recently, the first in America, failed to dim the lights of the shipyards or the airplane factory in that community. These were the only two spots of light visible from the sky at the depth of the blackout. All of which sums up to what has just been said; the military defenses of the country are being taken care of.

There is another problem, however, that calls for no less speed and no less sacrifice and effort. This other problem is of even greater importance than the preparation of physical defenses, because without it physical defenses are as powerless to stop an invader as was the Maginot Line. This other problem is how to build our defenses of morale. How to build for unity and purpose, for self-sacrifice and the courage to face the realities of a world "gone berserk."

### Community Organization

Here is one community that has made an effort to do that thing. Pasadena, Calif., has organized for education for defense and welfare. Nearly one hundred citizens are engaged in a venture which was



*William L. Blair  
President, Board of Education,  
Pasadena, California.*

started last summer as the Nazis were blitzkrieging their way through the Low Countries and flanking the impregnable defenses of France.

Meeting quickly after the Educational Policies Commission in Washington had thrown out the challenge that "America must assume vastly increased responsibility for the defense of democracy and human freedom," the Pasadena board of education appointed a central committee of about 25 lay persons widely representative of community interests and activities. On this group were also appointed a number of professional people from the

school system who were definitely charged with certain responsibilities for organization and carrying forward the plan. The board drafted its president, Mr. William L. Blair, an eminent local newspaperman, as chairman of the committee.

### Democracy Works

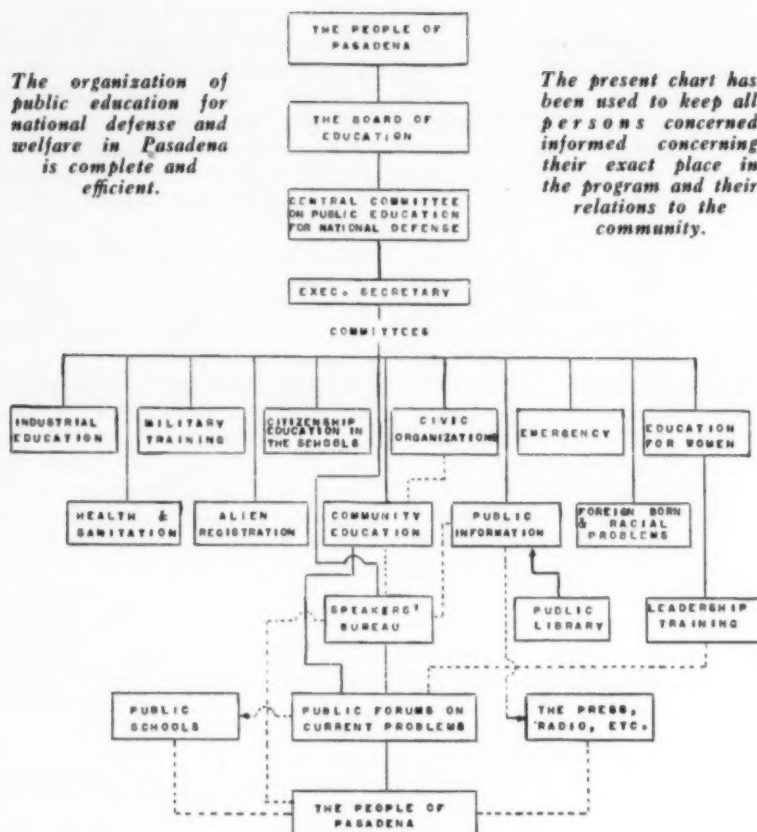
Within a week after the publication of the pronouncement of the Policies Commission which appeared in mid-July, the committee had met and drawn up plans for its activities. Eleven subcommittees were appointed, each with a chairman selected from the central committee and made up largely of lay citizens from all interests and all sections of the community. These were on: Industrial Education, Military Training, Citizenship Education, Education for Women, Emergency, Public Information, Civic Organizations, Alien Registration, Community Education, Health and Sanitation, and Special Groups.

Each subcommittee, hereafter known as a committee, was headed by a competent lay person, and attached to it was also a professional man, a member of the administration or faculty to act as co-ordinator. Accompanying this article is a chart showing the setup of the committees and certain other agencies which cooperate actively with the main organization. For instance, it will be seen that under Community Education is listed a *Speakers' Bureau*, and under that *Public Forums*. The bureau lists volunteer speakers on current topics, makes contacts with them and with the schools, neighborhood committees, service and other clubs, which it serves when requested.

The speakers, in turn, are served, as

<sup>1</sup>Superintendent of Schools, Pasadena, Calif.

*The organization of public education for national defense and welfare in Pasadena is complete and efficient.*



*The present chart has been used to keep all persons concerned informed concerning their exact place in the program and their relations to the community.*

is the public, by the information bureau which operates as a board of education service, with the wholehearted cooperation of the public library, the California Institute of Technology, and other agencies.

### Industrial Education

The Industrial Education Committee is made up of important industrial leaders, labor representatives, employment people, and a member of the board of education. This group is more than just an advisory group; it actually establishes policies, approves action, makes recommendations, signs orders and applications, and is accredited by the Federal Government which requires its approval of all industrial defense education projects involving the use of federal funds.

The Military Training Committee is largely advisory. It is headed by a retired army colonel and has a number of ex-army and navy men on its membership. It deals with problems relating to the draftee, the ROTC, and such other military matters as may properly come before it.

The Citizenship Education Committee is one of the most active of all, and has to do with the coming-of-age group, youth-in-democracy problems, school textbooks, curriculum as it involves social sciences, civics and citizenship, and other phases of Americanization.

Civic Organizations are taken care of by a committee which is ready when needed to bring to the clubs and organizations of the city, the problems of defense education in general.

Public Information we have already discussed. A further word should be said to

the effect that this group is subsidized by the board of education which has assigned to the regular information clerk whose title is "Service Secretary" the responsibility of taking questions, routing them to authorities, securing answers, and replying to the public.

Emergency is handled by the director of Red Cross who is head of a city-wide emergency organization set up several years ago. He has on his committee members of all emergency groups in the community. The function of this committee is essentially co-ordination.

### Education for Women

Education for Women is conducted through a committee headed by a layperson with wide experience in PTA work and in civic activities, and by the Director of Education for Women in the school system.

Several most interesting developments have occurred here. A community-wide registration of women for training in national defense activities was taken and upwards of two thousand women registered, some for training, others for service. Such areas as the following were listed for choice of selection:

- |                                     |                          |
|-------------------------------------|--------------------------|
| 1. Care of groups of young children | 10. Occupational therapy |
| 2. Food planning                    | 11. Recreation           |
| 3. Quantity feeding                 | 12. Group leadership     |
| 4. Nutrition                        | 13. American culture     |
| 5. First aid                        | 14. Family purchasing    |
| 6. Home nursing                     | 15. Simple serving       |
| 7. Physical health and sanitation   | 16. Motor corps          |
| 8. Mental health                    | 17. Office training      |
| 9. Impact of current                |                          |

The registrants were invited to state their preference and to indicate whether

they were interested in learning or in teaching.

Another phase of the work of this committee was the establishment of a course of training for brides, another on group feeding, one on first aid (given by the Red Cross), one on group leadership. Courses in current events are being arranged. Cooperation with the League of Women Voters in a precinct organization of "coming-of-age" youth in neighborhood civics groups—a plan long sponsored by the league and now getting under way, is another venture.

In these days of anxiety and confusion of thought, there is one group of people who need help and need it badly. This is the second generation American of foreign parentage, as well as the racial minority groups. These people by reason of having been born in America are American citizens. For good or for bad they are part of us and must be helped to become co-operators in the great scheme of democracy. Else they will be against it. They need a helping hand and a listening ear. They are shunned, avoided, looked upon, as aliens, with suspicion, and in other ways made to feel they do not belong. The national defense demands that these people be made to feel their part in the whole scheme of American life. The Special Groups Committee seeks to do this.

Alien Registration has been completed. The committee was set up to facilitate this work last autumn.

Health and Sanitation is covered by a committee headed by the chief health officer of the city with a group of noted doctors, scientists, dietitians, and lay persons whose job is to acquaint the community with the problems involved in public health during times of crisis, sanitation, prevention of epidemics, control of disease.

No committee is more active than the Community Education Committee. This group, through a series of neighborhood forums in the elementary schools has reached thousands of people over a period of four months. During this time 50 volunteer speakers, many of them notables of national fame, have addressed no less than 114 different audiences. The national defense forums are held in each elementary school at least once a month; often twice. The subjects vary from the cost of the defense program to the meaning of "freedom." Often panels are used. A group of Negroes discussed what the Negro has done in American defense. A Japanese group spoke on the second generation Japanese as American citizens. A group of 20-year-old students discussed the place of youth in the defense of American democracy. Thus Pasadena has organized to educate herself; to do a better job of individual thinking; to learn what each person can do as his share in the tremendous and vital task of making democracy work. For only as democracy functions can it be saved. Only if it functions it is worth saving.



# The Merit Plan in School-Personnel Administration Hazel Davis<sup>1</sup>

When President Garfield was shot by a disappointed job seeker in 1881, the public was so aroused that it forced Congress to pass in 1883 the first American Civil Service Act. This law was followed by others, aimed at reducing the evils of the spoils system. The main idea was to "keep the rascals out," by setting up entrance tests that would protect the government service from gross incompetence.

By 1910 a half-dozen state governments had passed civil service acts modeled after the federal laws, and a few large cities had set up civil service commissions. During the first 30 years of this movement, the holding of examinations and the listing of eligible applicants were almost the only duties of civil service agencies. "Merit system" was the term used to refer to the selection of public employees on the basis of qualifications rather than political favoritism.

## A New Emphasis in Civil Service

In the past three decades the theory of civil service reform has gone beyond the negative idea of keeping the rascals out, to a more positive program. "The best should serve the state," say the modern political scientists. They no longer propose bipartisan civil service commissions to referee the battles of politicians for the spoils of office. Instead, they ask for personnel agencies that shall be part of the ordinary administration of government, with responsibility for dealing constructively with public employees throughout their period of service. They are thinking not merely of the selection of employees; they are thinking of all the working conditions that help or hinder efficient service. They have dropped the tone of moral indignation that used to be typical of demands for civil service reform, and are pointing out the dollar-and-cents value to the taxpayers of well-selected employees, rendering efficient service under favorable conditions of employment.

## Why Is the School Administrator Concerned?

What is the point of this discussion for the school administrator? He has no objection to competence in general government; he would be glad to see more efficiency at the city hall and the county courthouse, so long as the efficiency experts do not try to merge the school system into the reorganized good government pattern. There's the rub. A basic conflict here in administrative theory divides the schoolmasters from the political scientists.

The school people believe that education is a state function, to be controlled by

local educational authorities within the framework of state requirements, and without supervision from local agencies of government. Students of school administration outline the unique functions of education in a democracy, and cite court decisions and accepted practice in many states, to prove the soundness of their position. The political scientists—not all of them, but one active group—believe that the local school system is just one branch of the local government and should have the same subordinate position as any other municipal department. They present theories of efficient administration and cite accepted practice in certain states, to support their claims.

Taking the country as a whole, general practice comes nearer to upholding the school point of view than that of the government streamliners. Some political scientists are willing to accept the idea of the independent or semi-independent board of education, as an illogical but characteristic pattern of American local government. But there are others, and they include some of the active surveying and efficiency groups, who continue to insist that a larger measure of school control be turned over to general government. These proposals are seldom successful. Local boards of education have not been abolished. School authorities in the majority of states still fix the budgets for education, subject to general law. But in a few places the governmental reformers have succeeded in bringing all or part of the school personnel within the scope of a general merit system for selection of public employees.

School administrators are concerned about this development, with good reason. The selection of personnel is of such profound importance that the loss of this function weakens the whole structure of administrative responsibility.

## Merit System Is Growing Rapidly

Perhaps the main reason why the merit-plan idea is spreading is that it is such a good idea. Each year sees greater powers being trusted to the government; each year increases the need for competence among employees of government. If we needed civil service laws 60 years ago, how much more do we need them now!

The past decade has seen a great renewal of activity in the civil service movement. The Commission of Inquiry on Public Service Personnel held hearings throughout the country in 1934 and published a series of reports that aroused national interest. The Civil Service Assembly, the National Civil Service Reform League, the Society for Personnel Administration, and other organizations are working for better personnel in government.

Nine states passed new civil service laws during the 1930's, bringing the total to 18. The number of cities with merit systems for at least a part of their employees grew from less than 400 to more than 900 in the same 10 years. In this recent development the emphasis is on a broad personnel program, not a mere selective agency.

No one would claim that units of general government are anywhere near Utopia in their personnel policies. The dream of a career service in government, made possible by the workings of a merit system and the expert work of trained public personnel administrators, remains a dream. The experts probably would not be willing to pick out even one example of a completely organized merit system or personnel program. But we can find promising examples of each separate part of such a program. Progress is being made, under the inspiration of a zealous leadership, and with help from various sources.

## Nonpolitical Appointment an Old Story in the Schools

In school administration, on the other hand, the history is different. When civil service reform had scarcely begun, many states were passing laws to improve the plans of issuing certificates to teachers. In some states the power to license teachers was being withdrawn entirely from local school districts. A summary published in 1898 shows that all of the 48 states and territories had provided by statute for the plans to be followed in licensing teachers.<sup>2</sup> Professional training for teaching was generally recognized as essential. Boards of education in several large cities, including Cleveland, St. Louis, Baltimore, and New York, were appointing teachers on a merit basis, on nomination of the superintendent of schools, before 1900.

In many cities sharp contrasts could be observed between the professional selection of teachers by school authorities, and the political spoils methods followed at the city hall. As one consequence of this early development the school authorities have lacked the spur of criticism and self-dissatisfaction regarding their personnel procedures. Practices for selecting teachers that were developed many years ago are still being followed in some places.

Typically these practices reflect the aim to choose teachers on the basis of merit. Sometimes, however, the plans are not systematically followed, and often they are not a matter of definite policy, formally agreed upon, and publicly announced by

<sup>1</sup>Assistant Director of Research, National Education Association, Washington, D. C.

<sup>2</sup>Blodgett, James H., "Legal Provisions of the Various States Relating to Teachers' Examinations and Certificates." In *Report of the Commissioner of Education, 1897-98*. Vol. 2. (Washington, D. C.: Government Printing Office, 1899), pp. 1662-91.



the board of education and the school administrative staff.

In the administration of the nonteaching personnel — clerks, secretaries, attendance officers, custodians, maintenance men, etc. — there often has been failure to develop merit standards. In some places the result of this neglect of the nonteaching workers has been the entrance of patronage politics into the schools through the back door. In others, municipal civil service agencies have taken over the selection of this group, not always with success in meeting the educational needs of the schools.

It should be repeated that in the majority of school systems, the general practice is that of selecting teachers on the basis of merit standards. But there are terrific pressures to break down these standards, and there are communities where politics have overrun the schools. Enough of these exceptions exist to rob the educators of any rightful sense of complacency. These exceptions give the civil service reformers at least a narrow shelf on which to stand when they say that their services are needed by the schools as much as by the agencies of general government.

### A Comprehensive Personnel Program Needed

If boards of education want to resist further efforts aimed at nonschool selection of schoolteachers and other employees, they should adopt forward-looking personnel policies of their own. The experience of school administrators and the work of personnel agencies in general government and industry has laid the groundwork for a great advance in school-personnel administration. What is needed is an extension of the best practices already developed, and the recognition that many activities already carried on will have a new meaning and value when treated as parts of a unified program.

A merit system is what good school administration has been trying to maintain for decades. But the average school system needs a more explicit statement of what is included, and a clearer interpretation to the public of what is being done. The merit plan in personnel administration begins with efforts to get competent people to apply for positions and is still operating in the workings of retirement plans. Set down in outline form, this is what a comprehensive merit plan of personnel administration in a school system includes:

1. *Planned personnel procedures.* Personnel administration is planned and an organization is set up to do the job. In the small school system the superintendent is personnel officer as well as curriculum expert, supervisor, and business manager. He recognizes personnel administration as a separate function, however, and plans for it with care. In the larger system personnel is set aside as a major staff function in administration, but closely tied in with the superintendent's own responsibility.

2. *Selection and appointment.* New

teachers and other employees are located through selective recruitment and competitive admission to eligibility. At this point the educators and the public personnel administrators are likely to disagree about good procedure. Civil service people believe wholeheartedly in the written examination as the competitive basis for eligibility; many superintendents and teachers are very dubious about written tests as a measure of efficiency. It is possible that a middle ground may be reached. Some civil service agencies are beginning to give greater weight to interviews and the evaluation of personality. Some school systems are using written examinations on a limited basis, for a preliminary screening of applicants. The exact plan used may be of less importance than the fact that some conscious effort is made to weigh the relative merits of all candidates, by an orderly procedure that does justice to each. The plan itself should be a matter of public knowledge. Needless to say, personal influence and favoritism must be kept out of the selective process. School-board patronage is just as objectionable as city-hall patronage; neither one should influence the selection of personnel. Appointments should be made by the board of education on the basis of nominations by its professional executive.

The local school-personnel agency has a unique service, in the fact that one step in the process of selecting teachers is taken first by state school authorities. There is need, however, for constant improvement in the methods used for issuing state certificates to teachers.

3. *Development of personnel resources.* A comprehensive plan is followed for the induction and growth in service of all school employees. School systems have an opportunity shared by no other agency of government to develop training programs for the school staff. More than one half of the school employees are educators, some of them specialists in psychology. There should be no lack of leadership and of ability for self-directed activities by school employees looking toward their own improvement in service. Organization activities, study groups, administrative councils, and numerous other devices have been developed. Each school system needs a broad plan, cooperatively developed, that will reach every school employee.

4. *Classification and salary scheduling.* Positions are classified and salaries are scheduled so that persons of similar qualification and experience, doing like types of work, are paid on the same basis. The theory of salary scheduling for teachers has been well developed, although many school systems still are without schedules. Less has been done in setting up systematic plans for paying the nonteaching personnel.

5. *Terms of employment.* Employees are given permanent tenure of service, after a rigorously administered probationary period. Probation should be developed as an important part of the process of selection

and not as a mere formality. Because of the great mobility of school employees from one school system to another, such regulations should be established by state law to be most effective. Conversely, administrative machinery is set up for the dismissal, demotion, or suspension of employees, when necessary. These procedures should be fair both to the school system and to the employee concerned. Employees should be protected against capricious or prejudiced action. On the other hand, the process of dismissal should not be so difficult an undertaking that incompetent employees are given protection that they do not deserve. Where good selection and competent supervision are provided, there should be few occasions for discipline or dismissal.

*Promotions* within the service are made in an orderly fashion on the basis of known requirements. One important part of any personnel program is that of discovering the people who deserve promotion. Here again there is a difference of opinion between public administrators and school administrators. A majority of the first group believe firmly in the use of efficiency ratings as a basis for promotion. Some school administrators share this view, but on the whole the school people have little confidence in formal rating scales as a measure of educational service.

A financially sound *retirement* system is in effect, which will enable school employees to leave the service in security at the completion of their careers. The values of such a plan, in giving improved teaching service to school children, have been demonstrated in many communities. A state plan is preferable to a local plan; state retirement plans for teachers should be extended to include the nonteaching employees as well.

6. *Distribution of personnel.* Some school systems have too few teachers and too many nonteaching workers; others are overstaffed with teachers, undermanned by certain other groups. Teaching loads in general may be too heavy; or there may be inequalities among divisions. Under careful personnel administration constant efforts are made to study the balance in numbers among various groups of workers, to the end that there may be enough employees of each type to do the work called for by the school program.

7. *Working conditions.* Policies governing health, safety, hours of work, vacations, sick leave, maternity leave, and other absences for employees are organized on a systematic plan. The personal needs of the employees and the interests of the public both can be protected.

8. *Appraisal and interpretation.* Personnel records are maintained in detail, as a basis for appraisal and improvement of the whole program, and as a means of recognizing the services of individual teachers and other employees. The public is kept informed at all times, through planned policies of interpretation, regard-

(Concluded on page 93)

# Successful Speech Correction

Luella Drake Sowers<sup>1</sup>

The initial effort for the establishment of remedial or correction departments in a school are in response to an aroused and influential public sentiment. In fact, this is the way in which the whole system of American education originated. Later on, after a successful speech correction unit has been established in one or more of the schools of a city, a certain "keeping up with the Jones's" or bandwagon spirit becomes apparent, after which it becomes easier to organize additional clinics.

In several European countries speech-correction work has been recognized as a public responsibility for a period of more than 50 years. In the United States, as indicated in the writer's previous article, the most influential effort toward public responsibility for speech correction was made through the American Medical Association some 30 years ago.

There are now demands for competent and trained speech correctionists in the schools. These demands are being met by the establishment of departments for such training in about a dozen of the large universities. The first of the colleges to offer teachers' training courses in this line was Yale, where work was opened under Dr. E. W. Scripture shortly after the turn of the century.

It frequently happens that after a decision has been made to operate a speech clinic, the work must be carried on under such unfavorable conditions that the teacher's efforts are greatly handicapped. If, under the circumstances, little is accomplished, the work falls into disrepute, and the teacher turns her interest and attention to other lines of work within the

<sup>1</sup>Mrs. Sowers, who is speech clinician in the public schools of Miami Beach, Fla., discussed in the November, 1940, issue of the JOURNAL, the problem: "What Is Your School Doing for the Boy Who Stammers?" The present article deals with methods of organizing a corrective speech clinic within a school. — Editor.



*Children can help themselves overcome lisping with hand mirrors in which they see the correct placing of tongue and lips.*

school. The speech-correction clinic then exists in name only, taking only the simplest cases—or it may be discontinued entirely. This is not a failure of speech-correction work; it is only a failure of a local teacher and of her methods and organization.

## Causes of Failures

There are a number of reasons for such failure. Primarily, the speech clinician should not be considered a *teacher* in that she can readily turn to other lines of teaching, as English, public speaking, dramatics, etc., in the absence of a classroom teacher. The work of the speech clinician is more closely related to that of the physician and psychiatrist than the regular teacher. I have visited schools supposed to offer speech-correction work and have found the teacher in charge teaching art, dramatics, public speaking, and taking care of study halls. In contrast

to this I have found in other schools in the same city speech work going forward in the most efficient manner possible. The difference seemed to be the importance attached to speech correction by the principal and the organization within the single school itself.

It is quite exceptional to find a speech clinic so located and housed, and so provided for and organized that it can do its best work. Overcrowding the speech work is a most common fault. I have seen efforts to conduct speech correction with the regulation 30 pupils in a room. It seems needless to say that speech-correction work cannot be so conducted.

Often teachers chosen for the work are not well prepared or naturally qualified for it. Speech-correction work puts up a constant challenge to those engaged in it. The teacher must have at her command techniques which will admit of a constant change of methods and systems of ap-



*(Above) The making of a speech recording.*

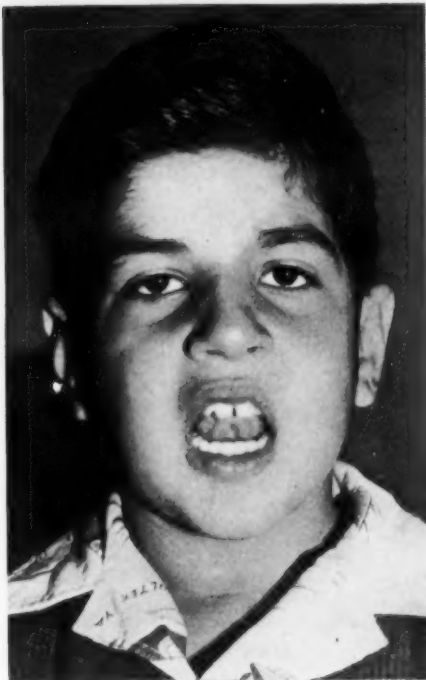


*(Right) Listening to a play-back of their own speech tests.*





*Incorrect position for attempt to pronounce "l" as in "like."*



*Correct placement of tongue and lips for pronouncing "l".*



*A protruding tongue causes lisp.*

proach to meet peculiarities of the individual cases. In the training of a speech clinician the study of theory and the observation of speech classes are valuable as a fundamental course, but practice under guidance in a large number of varied cases is of most worth. An internship should be served in a good clinic.

#### • Locating the Clinic

If a speech clinic is to be housed in an existing school building, it is essential that room space be chosen away from the playgrounds, away from noisy halls. The point is that quiet work must prevail. Speech-correction work is a *listening job*, rather than a matter of merely passive hearing. It is necessary that both teacher and pupil listen intently and critically; quiet is essen-

tial. The pupil under instruction must become ear-conscious, keenly aware of delicate contrasts in sounds.

The selected rooms must be remodeled to permit private individual instruction, to provide a place for parent conferences, and to allow for contrasting soundproof cubicles where speech recordings can be made. If the school has no rest rooms, provision should be made for a place where "patients" may relax on cots. A reception room, provided with books and some games to interest children, would be valuable. Comfortable chairs and tables are an asset. Practice booths are useful if equipped with mirrors where the newly acquired mechanics of speech may be sufficiently practiced as to lead to habit formation.

Of course, speech tests must always be

conducted in private. With new students, speech tests are usually followed by speech recordings, where the initial record of the speech of each pupil is made. As soon as a new pupil comes into a clinic so equipped, he realizes that he is no longer in school, or in the classroom in the ordinary sense, and his whole attitude undergoes a corresponding change. In the clinic he has an opportunity to fully and freely discuss his difficulty without embarrassment, and here his case can be intimately and efficiently studied and relief obtained.

If a new building is being planned it is easier to meet the needs of a speech-correction department in location and space divisions so that the area is entirely functional. It should be emphasized that the speech clinic deserves and needs especially adapted room space and special equipment quite as much as do the science, home-economics, and industrial-arts departments.

The mechanical equipment of the speech clinic is neither expensive nor extensive. A good speech recorder and a supply of blanks for recording are the most expensive tools. Added to these are wall and hand mirrors, charts showing the positions of the speech organs in cross sections for the various sounds, a sterilizing equipment for tongue manipulators, one or two cots, suitable lighting fixtures, and a lavatory.

A school speech clinic should be able to operate under as nearly ideal conditions as possible to be largely successful. Speech correction is a problematic enterprise; it is never a lesson to be assigned, learned, and recited. The clinician is dealing with an abnormality to be corrected which in each case is special and individual. Success depends very strongly upon the highly co-ordinated efforts of the clinic, the regular teacher, the parent, and the child. Corrective work cannot be organized and

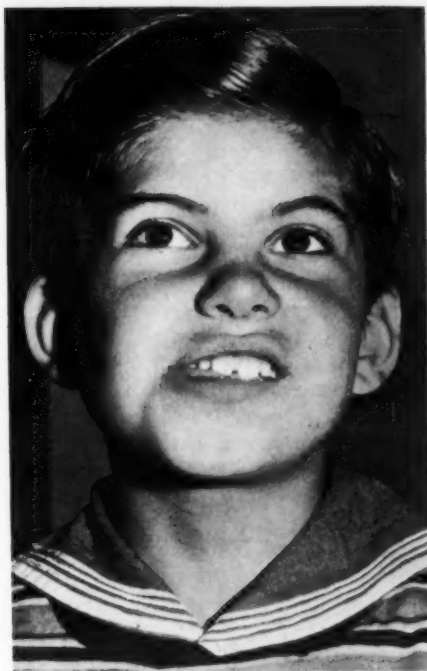


*Child restored to classroom. Demonstrating voice and word projection of a former indistinct talker.*

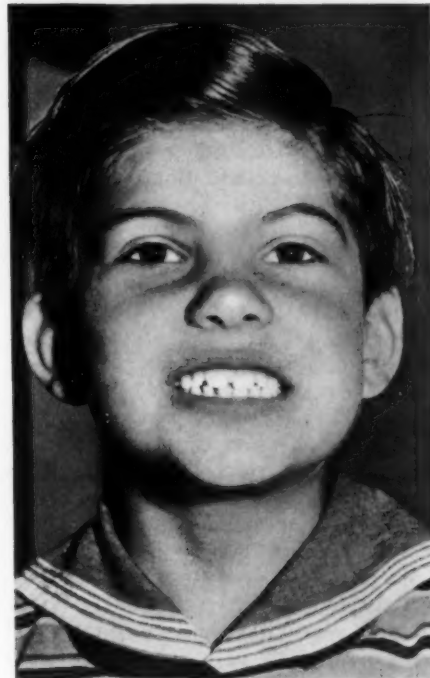




*Lisp corrected by drawing back tongue.*



*Lisp position combined with twisted jaw position.*



*Normal position of jaw, teeth and tongue.*

scheduled as regular classwork is laid out; the clinic must be free to operate within the school to the best interest of those needing its correction.

After a private examination and conference, pupils having minor difficulties, such as letter substitutions, infantile speech, dialects, language confusion, and lisping can generally be combined into small homogeneous groups. The children who have the least difficulty need be met perhaps not more than twice each week. But in cases where the speech difficulty has become complicated and confirmed, and in stammering and stuttering, the instruction must be private and individual, often daily over a period of time. The teacher may meet very small numbers of these cases combined for group study and practice, with only occasional private instruction as may be necessary in individual cases. Cases of confirmed stammering, as for instance, in high school students, are sometimes not reached successfully by the speech clinic, because they do require private and individual attention, and in the crowded speech clinic this is sometimes not possible. Provision, however, must be made for these, or the clinic has failed in a large and important part of its mission. Such cases are not at all impossible of correction; they only require more time and more effort on the part of the teacher.

#### Speech Testing

At the beginning of a school year, all children are tested for speech difficulties. As enrollment increases, and additional children enter the schools, they too pass through the speech tests at the clinic. The percentage of speech difficulty varies greatly, depending upon the racial group, home conflicts in speech (two languages spoken in the same home), home care of

children, and the exacting standards of speech set up by the clinician. Purdue University, in a test of the freshmen some years ago, reported 25 per cent speech difficulties. A report from the University of Illinois, in 1939, showed that 12 per cent of the first-year students had speech difficulties. This percentage is conservative, for observations were made by instructors not trained in detecting defects.

After the speech tests, those needing help are registered, with notes on the nature of the trouble, home-room number, etc., so that they may be called back later for more detailed study, and a speech record, before the actual work of correction is begun.

#### Time Allotment

As stated above, the clinic does not operate on a regular school-period schedule. In Miami Beach, the periods are approximately only one half as long. The clinic also holds one period at the beginning of the day, before the regular school classes begin, and another after the close of the school day. The clinic in-

variably works through the forenoon intermission. In this way 13 periods of pupil contact are made each day.

On Friday, the work of the clinic changes. No regular periods are held, as just stated, on the last day of the school week. Instead, two hours are devoted to

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*Parent conference. Instruction on the use of the Home Practice Sheet.*

# WITHOUT REGRETS!

John Wells Upham

In 1936 I exchanged my I.Q. for a Ph.D., and there are times when I wish I had my I.Q. back. The reasons are: (1) Everybody calls me doctor, but I don't feel like one. (2) I had to borrow \$1,000 and all I can pay back on the note is the interest. (3) My salary is right where it was when I had only an I.Q. and it promises to stay right there.

The year 1936 was also the year in which I finished twenty years of service in the noble profession of teaching and administration. I worked up to a salary double my present one with only a miserable I.Q. of uncertain value. I even got my name in *Who's Who in Something or Other*, and considered it a good investment for only ten dollars per book. After all, one must get one's name before the public, and I had never been in serious trouble with the police department.

Aristotle was known as the peripatetic philosopher, and, although I hesitate to compare myself with the great Greek savant, I too have been a peripatetic teacher. My home is the United States of America, and I always managed to move out of each state in which I have lived just about taxpaying time. This was supposed to be a clever idea, but the tax collectors always follow you up with their tax bills. However, I can honestly claim that I was never deported from any state. There are a few states in which I have lived that I never visit, but I don't care much for the scenery in these states anyway, and I don't happen to have any relatives there who enjoy entertaining impoverished relatives.

Being a school teacher, I am supposed to like children, and as I grow older they are expected to save me from early senility, since association with the young keeps one young, or something of the sort. Well, I do like children and have raised some of my own but I can't honestly say that I exactly *love* them. You see, when studying at the university, I was taught that everything should be treated objectively, that I should be impersonal, and should keep my prejudices thoroughly sublimated. Now my wife complains that I can't take a conclusive position on anything, and she is probably right. As I stand at a safe distance and survey the children in my schools, each one appears to be a laboratory specimen, neatly cataloged and classified an object which excites my scientific curiosity, but leaves me emotionally cold and detached. I realize that this is the proper attitude and I wouldn't change it if I could. To be sentimental about children is pure Victorian affectation, and I will have none of it.

## The Measure of My Success

Yet I can still enjoy the halo which surmounts my shiny hairless head. In mixed

company there are always those who lift their eyebrows when they hear that I am a teacher. They think of teaching as a noble profession, and so do I. Of course, I don't pay any attention to what they say about me behind my back, since I don't believe it anyway. I learned that lesson when I was about to leave a certain town. A rather prying friend of mine made a list of my enemies and my friends, those who wanted me to leave and those who were willing (though perhaps not eager) to have me stay. The lists were exactly equal in length, so I decided I had done the town some good, if only by dividing it into two camps, a sure means of keeping it from sinking into permanent slumber.

It takes me a long time to make up my mind about things, but when I finally do I am as inflexible as putty. As for Guam I'm in favor of fortifying it, but why not let Guam do it? That was always my attitude as an administrator. Unkind people said that I allowed Miss Oliver, who was strong minded, to run the school. I never denied it, because I really thought it was a good idea. She was a lot better in discipline than I was.

In the course of my perambulations I met the *best* people everywhere, but the people who had real ideas only here and there in a promiscuous and sneaking sort of way. I have collected a great abundance of hackneyed shibboleths of doubtful value, and would gladly exchange them all for a worthless but attractive stamp collection.

One interesting thing about the teaching profession is the ease with which one gets into it and the difficulty of getting out. In the days when the businessman was still a respected citizen, all my colleagues had big business offers, but being, as they said, nonprofit minded, most of them stayed on as superintendents and principals, hopping from the small town to the big town whenever they could. They succeeded by means of clever build-ups, because they were good Republicans or Democrats, because they joined the Rotary Club, or because they had a powerful textbook publisher behind them. Mostly they were just ordinary fellows like me, but they had what it takes, both push and pull. One of them admitted to me that he had to take a year off for a trip to Europe in order that his subordinates might get the school system back into shape before he returned.

## Why I Favor Democratic Administration

I whiled away my last two years in college and fell into the teaching profession as a small-town administrator. In those days the teachers wanted a real boss who could tell them what to do and how to do it. I knew less about children and about teaching than they did, but I managed to give

them the wrong directions well enough to convince them that I was unique and spectacular, therefore, too big a man for such a small town. When it was proposed that administration be made more democratic I was greatly relieved. I immediately left every teacher to her own devices, took my telephone number out of the book, and began to catch up on my neglected reading. The school system showed rapid improvement.

The most important thing an administrator can do is to get the right secretary. After several unsuccessful attempts, I found one who could listen to gossip and relay it to me alone, and who made up beautifully for my lack of that *sine qua non* of administration, the hard-boiled attitude. I stayed away from the office as long as I dared, hoping that I would miss the sudden calls from parents and board members. The less people see of a superintendent, the more of a mystic personality he becomes, and the better his build-up for the next town.

I am highly favorable to the right program of publicity for the schools. Be sure to use plenty of graphs and illustrations, and use the statistics that prove what you want to prove, no matter how many fascinating figures you have to leave out. I have always tried to avoid proving that one method of teaching arithmetic is better than another; a really scientific investigator will find that they are exactly equal in efficiency, thereby preserving the *status quo* in the opinions of his teachers. Another invariable conclusion to draw is that no matter how the school population drops off from year to year, new teachers must be hired to do something the schools have never been able to do before. Otherwise unemployment will be increased, and in a well-regulated school system only the administrator should be unemployed.

The second job I landed was in what looked to me like a big town, but I soon felt as if I had been quarantined. The teaching was all going on around me at remote points with which I seemed to have little contact. The people of the town were curious about me, but not much concerned beyond the desire to satisfy their curiosity. As for the pupils, many of them didn't even know my name. I was much impressed when a little girl from the third grade brought me a bunch of violets one day, but her explanation disarmed me. "We had so many flowers in our room," she said, "that we didn't know what to do with them. So we sent this bunch up to you."

## Compromise and My Job

I had a lot of fun on this job and my ego was well developed by the attention I got from the best people. I trotted around from room to room, hired and fired teachers, made nice little speeches to all who were forced to listen, and bridged over embarrassing situations in board meetings by an appearance of nonchalance which deceived others, but never myself. When

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# Consumer Mathematics and Its Teaching in the High School

Hubert B. Risinger\*

"What about consumer mathematics?" asks the harassed school administrator. "Does it offer a solution to the baffling problem of making mathematics function in life situations?" Curriculum experts agree that there must be complete reorganization of the mathematics program. While they do not say that consumer mathematics is the sole solution, they do believe that it is a step in the right direction.

## What Is Wrong with the Courses?

The average consumer's illiteracy with respect to his buying habits is an indictment of the present mathematics curriculum. Mr. and Mrs. Typical Consumer are easy marks for the high-pressure salesman, the catchy slogan, and the beautiful label. Only a slight application of mathematics would point out the fallacies of "using the '6 per cent plan' in figuring interest payments," "buying cigarettes that are '20 per cent slower burning,'" or "that all seals of approval are adequate buying guides." The failure of traditional mathematics is self-evident on every hand. A  $2\frac{1}{4}$ -inch egg contains twice as much as a 2-inch egg, yet consumers continue to pay 30 cents for medium-size eggs rather than 45 cents for large eggs; automobile owners change their crankcase oil every one thousand miles rather than install an oil filter and change oil seasonally. The blunt truth is that mathematics has been more interested in subject matter than in the problems, needs, and interests of boys and girls. Scientific investigations have exploded the idea that mathematics develops critical thinking and "sharpens the mind." A special committee of the American Council on Education reports that algebra and geometry "are recognized as stumbling blocks for many pupils." Failures are so high in these subjects that they are the cause for many young people leaving school.<sup>1</sup>

## Why Do General Mathematics Courses Fail?

General mathematics courses have been hailed in some quarters as substitutes for algebra and geometry. All too often, however, these courses are merely reorganizations of existing subject matter. The typical course in general mathematics embraces arithmetic, some geometry, and some algebra. The topics included for the most part find their way into this curriculum through the well-meant efforts of technical mathematicians. The chief criteria for selecting a topic has been "Is it easy?" and "Does it have some connection with some-

thing to be used sometime in later life?"

Little consideration has been given to the practical and meaningful problems of social (consumer) value. Whenever such items are included in general mathematics courses their values are so remote or intangible that boys and girls fail to comprehend their significance. Social problems of significance to adults are very unlikely to be so recognized by youth, unless these problems are carefully and honestly analyzed, and are introduced through the medium of values now understood by the boys and girls.

Abstract drill has very little value, yet an abundance of it is to be found in most general mathematics texts. It has neither immediate nor deferred value so far as boys and girls are concerned even though it does provide manipulation and "busy-work" for them. Drill has a legitimate place, however, provided it is used to assist students in developing habitual responses after they observe and recognize a real need for automatic calculations. This felt need develops itself when boys and girls use mathematics for interpreting pertinent contemporary problems.

Materials in general mathematics courses are usually organized within the logic of the topics themselves; thus becoming ends in themselves rather than tools for transmitting ideas or analyzing problems of immediate value to boys and girls.

The thing that is needed is a new approach—one that recognizes the life value of mathematics and its contributions to intelligent problem solving. Mathematics must be used as a means of interpreting the consuming problems of the American youth. As such, its values are understood and boys and girls welcome it as being immediately useful.

## How Should Consumer Mathematics Be Approached?

Rare is the school administrator who is not bedeviled by the "mathematics fight." On the one hand are the fundamentalists who would not modify school curriculum one bit; to them every equation and every theorem is sacred. Opposed to this group are the advocates of progressive education who would eliminate *all* formal mathematics and replace it with free activities. Between these two extremes are those who are well aware of the failure of mathematics to carry over into life situations but who feel that the solution is not to be found in the elimination of mathematics classes. To them, consumer mathematics represents a practical approach to mathematics.

Consumer mathematics reverses the tradition of classes in arithmetic, algebra, and geometry which are planned entirely

according to the particular logic essential to an understanding of such abstract topics. Then they are set up as "barriers" to be passed by *all* who graduate from high school. Rather, in planning courses in consumer mathematics, a survey is made of the situations in which pupils need a knowledge of mathematics. Problems such as budgeting, credit, advertising, taxation, and the wise purchasing of goods become the units around which the mathematics course is planned. The processes of addition, subtraction, multiplication, and division are learned by the pupils in the solution of problems which are important to them.

The first step in curriculum revision is for the school administrator to guide the teachers in a study of modern social problems. Many schools have come to the conclusion that it is their primary duty to help children better understand the problems of our democratic society. Once teachers become aware of their social responsibilities they ask: "What contribution can my subject make to the understanding of these problems?" Mathematics is then conceived as a valuable "tool" in problem solving, and it evolves upon all those in charge of curriculum making to select those units which offer most to the pupils.

Consumer-mathematics courses developed under this approach will differ in every community. With a group of privileged children the pressing problem might be how to spend an adequate allowance; for other children the problem might be that of being well dressed on a minimum income. The following reports of successful units used with consumer mathematics classes suggest only a few possibilities. The important thing is to plan units that are rich in consumer problems and which require many varieties of mathematical computation in their solution.

There are almost no textbooks for use with consumer-mathematics classes, but a wealth of source material is available.<sup>2</sup>

During the past three years consumer-mathematics classes in the Davey Junior High School, East Orange, N. J., and the Laboratory School, School of Education, Rutgers University, have studied a multitude of problems. Some of these units are summarized here as typical of the accomplishments of boys and girls between the ages of 11 and 17.

<sup>2</sup>Such organizations as the Institute for Consumer Education, Stephens College, Columbia, Mo.; the American Home Economics Association, Mills Building, Washington, D. C.; and the Consumer Education Association, 45 Sunnyside Avenue, Brooklyn, N. Y., have valuable information on materials. The School of Education, Rutgers University, New Brunswick, N. J., will shortly have a book, "The Consumer Mathematics Curriculum." Government agencies and private industry also have many valuable materials.

\*School of Education, Rutgers University, Davey Junior High School, East Orange, N. J.

<sup>1</sup>Report on the Secondary School Curriculum, Special Report, American Council on Education.



### I. Packaging Foods and Soaps

Children do a surprisingly large amount of buying, and all of them are fascinated by the endless variety of boxes, cans, and containers used to package goods. One class brought tin cans to class and after calculating their volumes it was not difficult to believe the statement that the food-canning industry employs 257 different sizes. Some of the other pertinent problems that grew out of this study were: the portions per can or box, the cost per portion, and the proportion unfilled.

### II. Prices

The children obtained from the United States Department of Labor, Bureau of Labor Statistics, free weekly bulletins on the retail prices of the 15 basic foods, and made graphs (bar, broken-line, and circle) of interpretations of the information, and learned the values of "substituting" in the diet, as well.

### III. Budgeting

Materials from the Institute for Consumer Education, from books, and from the United States Bureau of Home Economics supplied information which the boys and girls interpreted as follows: allowing 25 per cent for food, 25 per cent for housing, 15 per cent for clothing, 15 per cent for recreation, 5 per cent for health, 5 per cent for education, and 10 per cent for savings an income of \$4,000 provides \$19.23 per week for food, \$2,500 provides \$12.02 per week for rent; and \$1,092, the typical consumer income, provides \$1.09 per week for savings, food for a 14-year-old boy \$3.70 per week and the average family of man, wife, boy, 14, and girl, 8, need \$13.55 per week for food.

### IV. Advertising

The April, 1939, issue of the *Commentator* advised that the advertising expenditure on a \$1.75 sheet is 1 cent, a \$1.95 shirt, 64/1000 of a cent, a 15 cent breakfast food, 3/10 of a cent, a 10 cent box of crackers, 1/10 of a cent, and a 5 cent soft drink, 1576/100,000 of a cent. After the pupils found that the average family spends but 91 cents for the advertising of these five consumer articles per year, they decided that the consumer should pay a reasonable amount for values received from advertising.

### V. Vocational Guidance

A magazine article, giving the average annual income for a list of selected occupations, was read. The boys and girls selected occupations after analyzing such problems as the size family each income would support, and the probable total lifetime savings and earnings.

### VI. Leisure Time

From the Motion Picture Producers and Distributors Incorporated the boys and girls learned among other facts that 85 million people attend the movies every week and that they spend one billion dollars in admissions annually. Research problems included finding the total annual movie attendance, the number of times an average person goes to the movies per year, and the number of people who patronize an average movie theater.

### What Are the Specific Attitudes and Skills to Be Developed?

The Educational Policies Commission declares that "Consumer education is important in the improvement of the students' scale of preferences and in helping them to evaluate their own standards." Certainly no subject in the school curriculum has more to offer to consumer education than mathematics. Every act of consumption involves mathematical computations; each choice makes necessary the use of numerical comparisons. Mathematics is an exact science and its use assists consumers to eliminate guessing at values.

There are many mathematical skills which can be developed by consumer mathematics. The course centers about

problems of buying and selling in which the processes of addition, subtraction, multiplication, and division are constantly called into play. For the average consumer the principal use for mathematics is in figuring accounts, percentage, simple denominate numbers, and decimals in United States money. The fractions most used have denominators which do not exceed 12; the most common being  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{2}{3}$ , and  $\frac{3}{4}$ .

Objectives often stated for consumer mathematics include such aims as the development of good-buying habits, improvement of income management, increased skill in fundamental mathematics, and the comprehension of vital social problems.

### What Broad Contributions Can Mathematics Make in the School Curriculum?

A course in consumer mathematics can act as a leavening agent for the whole

school program. As other teachers grasp the wisdom of the "pupil needs" approach they will modify their own methods of instruction. There is, of course, a place for formal mathematics in the curriculum for certain aspects of vocational training, but it must not be required of all pupils. The core mathematics courses should be those which are essential to wise consumption.

Where the school curriculum has been revised to center about basic social problems and pupils' needs, the results have been most gratifying. Pupils have come to regard school as a happy and valuable experience and parents are loud in their praises of the functional program. Graduates of these schools have demonstrated their ability to make adaptations, to think critically, and to reason logically. The contribution of consumer mathematics to this new curriculum is large—in the future it will increase!

## The Board of Education Considers Retardation and Promotion W.D. Asfahl<sup>1</sup>

Myopic, indeed, have been renovations of school procedures which have omitted consideration of retardation and promotion. Rather frequently new policies are instituted in a school system which result in improved methods of instruction and efficiency of management to the extent that substantial sums are saved the taxpayer. However, wise planning means a consideration of all factors which aid or hinder pupil progress. We have had innumerable instances of school systems going "progressive" as regards methods of instruction and points of emphasis in pupil growth. The "bottleneck" which is too often overlooked is the matter of promotion policies. In that which follows, I wish to explain how the Delta, Colo., board of education sought to improve the policy of the system as regards promotions.

Age-grade and grade-progress tables were prepared for several years and these carefully studied and analyzed. Although retardation was not much above that existing in the average school system it was thought to be much higher than it perhaps should be. The tables showed that the percentage of overageness increased from grade to grade, being largest in the seventh and eighth grades. Those who were greatly retarded seldom entered high school which accounts for the lower percentage there. Upon examination of the grade-progress tables it was concluded that retardation had three recognizable effects. First, the retarded pupil tended to leave school as soon as he reached the legal age whether he had completed the eighth grade or not. Secondly, being retained in one grade often meant subsequent retentions. Third, the high percentage of overage pupils

tended to reduce the mean intelligence of the classes and to lower the achievement standards of the grade.

### Mentality and School Progress

Another check was made to determine whether it was always the child of low mental ability who failed to make his grade each year. Although many of those retained were pupils of below-average mental ability, the number was not sufficiently large to give conclusive proof that mentality was the only reason for low achievement or retention.

Checking with scores on achievement tests revealed that retention did not result in sufficient improvement to justify failing a pupil and requiring him to repeat a grade.

Some rather elaborate studies have been conducted into the learning characteristics of dull and bright pupils. An extensive study was conducted a few years ago by Walter W. Cook,<sup>2</sup> to determine the effects of nonpromotion of pupils of low achievement. This study revealed, among other things, that "the hypothesis that a pupil of low achievement achieves more when retained in a grade group more nearly representative of his level of ability is not supported by the evidence presented in this study." Many undesirable emotional effects to pupils are other noticeable effects of nonpromotion. A year to a grade seems to be the best policy.

In determining what our policy should be, several conferences were held by the faculty members in groups small enough to permit free discussion of the problem.

<sup>2</sup>Cook, Walter W.: "Some Effects of the Practice of Non-Promotion of Pupils of Low Achievement," American Educational Research Association Office Report, 1940; pp. 150-154.

<sup>1</sup>Superintendent of Schools, Delta, Colo.

Case studies were made and the evidence from these compared with other studies and the literature in the field. The superintendent attended each of these conferences and principals attended the conferences of members of their particular staffs. The superintendent made notes of the important conclusions of each group. From these he formulated a list of underlying principles and a statement of policies as regarded promotion. These were again considered by the faculty groups and, after sufficient revision to obtain the approval of a large majority of the entire staff, (Many compromises were necessary.) the board of education reviewed the work and approved the statement of underlying principles and 10 statements of policy recommended by the faculty. The complete statement was then printed and made available to each teacher in the system. The adoption was made during the school year 1939-40. All seemed to welcome a well-formulated and clear policy on an important, and often puzzling, phase of one's teaching responsibility. Pupils, too, welcomed a consistent treatment by all teachers. The teacher with a reputation for "busting" a certain percentage of her pupils regardless of their achievement no longer exists. Pupils are treated as individuals and encouraged to work up to their individual capacities.

### The Delta Policies

Just a word or two about the principles and policies established: It is recognized that uniform achievement is impossible due to variations in general intelligence, the wide range of individual differences, trait differences in specific abilities, home factors, rate of performance, and the quality of teaching. Therefore, the standard of achievement is not the same for all pupils. Rather, a pupil is encouraged to achieve according to his ability. Schoolwork is considered as a means to the end of developing the personalities of pupils. The important consideration is not what the pupil does to the work but what the schoolwork does to the pupil.

In regard to achievement, the crucial issue is not whether the slow-learning pupil is passed or failed, but how adequately his needs are met wherever he is placed. Other underlying principles state that mental, physical, social, and emotional maturity are items worthy of important consideration in determining promotions. The pupil, for his optimum development, must have the best adjustment possible as regards the afore-mentioned phases of his development. Important was the conclusion of the group that personality conflicts of teacher and pupil should be recognized and rendered ineffective as regards promotions and retentions. The threat of failure, often used as a stimulus to schoolwork, was ruled as an improper stimulation or motivation to learning. Finally, except for the first or second grade where differences in maturation are great and where retention will serve to reduce these differences, it is the policy to have a child spend only

### MR. BOWMAN GOES TO YOUNGSTOWN, OHIO

Mr. George A. Bowman, superintendent of schools at Lakewood, Ohio, since 1934, has been elected as head of the Youngstown schools for a five-year term. Mr. Bowman, who succeeds P. H. Powers, is a native of Ohio.



Mr. George A. Bowman

He attended the public schools of Edison, was graduated from the Mt. Gilead high school, and attended Western Reserve University, from which he was graduated with the A.B. degree. He completed graduate work at Chicago University, Columbia University and Harvard, and was given a special diploma from Columbia as superintendent of schools in recognition of graduate work and significant service in the field. He also completed additional graduate work at Ohio State University and Ohio University.

After serving as teacher, athletic director, and principal for a number of years, he became superintendent of schools at Chillicothe, Ohio. After six years of service, he resigned to go to Marion. He was re-elected for a second term of five years, but resigned to accept the superintendency in Lakewood. In September, 1937, he was re-elected for a five-year term.

Mr. Bowman is a life member of the National Education Association, a member of the American Association of School Administrators, the progressive Education Association, the Ohio College Association Committee on College Entrance, and is a former president of the Ohio Education Association. He served in the U. S. Navy, engineers section, during the World War, from 1917 to 1919.

one year in a grade. As a person goes through life without realizing all that there is in it, so a pupil should be permitted to go through our educational system without a rigid requirement of achievement except that he is *expected to achieve according to his capacities.*

### Pupil as Personality

Thus, pupils in the Delta public schools are henceforth to be treated as personalities and encouraged to progress through school without sudden reversals and dislocations. The emphasis is to be placed upon enrichment and adjustment of schoolwork for the pupil as he develops through the various levels of the school. He is not to be embarrassed and discouraged by retention but is to be aided in achieving all that he can as he progresses through the grade levels with his fellow classmates. The physical, social, and emotional adjustments of our pupils is gradually improving and will eventually become reasonably proper as we recover from the results of our former rigid promotion stand-

ards and eliminate the existing high percentage of overage. So far we have been more than pleased with the results of the new promotion policies. We are thinking more of the long-range development of our pupils and are more united in principles and policies of pupil progress. Moreover, we have the satisfaction of knowing that we have taken an important step toward completely modeling our school program on the basis of normal child development by introducing a more flexible basis for promotions. Our emphasis is no longer upon learning certain facts and developing skills for the sake of the facts and skills but rather upon acquiring meanings, understandings, and attitudes as the prerequisite to proper child development and the effective living of a happy and abundant life.

### PROMOTION POLICIES

School District Number 1, Delta County, Colorado

Adopted: 1940

*Explanatory Note:* One important responsibility of teachers is the problem of promotions. This bulletin is planned to aid teachers in performing their duty, as regards promotions, in keeping with the policies of this school system.

#### Underlying Principles

1. This school system is dedicated to the development and preservation of the personality of the pupil. All schoolwork is a means to an end and not an end in itself. The important consideration is not what the pupil does to the schoolwork, but, rather, what the schoolwork does to the pupil.

2. Uniform achievement is impossible due to variations in general intelligence, the wide range of individual differences, trait differences or variations in specific abilities, home factors, rate of performance, and the quality of teaching.

3. Rigid promotion practice does not reduce the range of ability problem.

4. Rigid promotion practice fails to place promotion on an individual basis.

5. Retention of a pupil does not insure greater achievement for him than promotion to a group of higher achievement.

6. Some pupils are incapable of even average achievement.

7. Promotion often affords encouragement and stimulation to the slow-achieving pupil.

8. So far as achievement is concerned, the crucial issue is not whether the slow-learning pupil is passed or failed, but how adequately his needs are met wherever he is placed.

9. Mental, physical, social, and emotional maturity are items worthy of important consideration in determining promotions. The pupil, for his best development, must have the *best* adjustment possible as regards these four phases of his development.

10. Personality conflicts of teacher and pupil should be recognized and rendered ineffective as regards promotions and retentions.

11. Threat of failure is an improper stimulation or motivation to learning.

12. Irregular or inadequate attendance may become an important factor in a pupil's retention.

13. Retention in the primary grades, although apparently of less consequence at the time, may, and often does, produce serious complications later.

14. It is usually best to promote the pupil so that he spends only one year in a grade.

15. As a person goes through life without getting all there is in it, so a pupil should be permitted to go through our educational system without a rigid requirement of achievement except that he is expected to achieve according to his capacity.

#### Policies

1. The primary consideration shall be the welfare of the pupil and his possible future progress.

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## The Functions of State School-Board Associations<sup>1</sup> Tom O'Brien, Esq.

The functions of any state school-board association are many and various—yet, I believe that they can be resolved down to a few that are very vital to the existence of an association and to the association's contributions to education.

Naturally, one of the first functions of any organization is that the mechanics be well set up to run smoothly and efficiently. A principal item in the mechanics is that a state association must embrace in its membership a very large portion of the school boards within the state; not only must the membership be large but it should be representative of the various sections and elements of the state. The advantage of this can readily be seen because public education is a matter of vital importance to the state as a whole, and any policies pertaining thereto should be policies determined by the state as a whole.

The next important point of the mechanics is that the boards themselves must actively participate in the organization by sending delegates to the association's meetings and that these delegates must take an active part in the deliberations at the conventions and their expressions must represent their local school boards. The state directors must see to it that the state meetings are well conducted and packed full with worth-while sessions. There should be some entertainment and some good talks as an added attraction for attendance at these meetings. But of prime importance is that the committees be composed of sound constructive membership and that a good share of the time be spent in the discussion of the actual school problems.

### Local Association Helps State Group

Where possible there should be a local or congressional association of school boards which functions throughout the year. Where such associations have been established, they have been found to give added life and enthusiasm to the state group.

Yet, being well organized and operating smoothly, would mean nothing if it were not for the accomplishments that can follow. It is the results that speak for the worth while-ness of any group. It is self-evident that, when an organization brings together a representative group of school people to talk over their common problems on a friendly basis and unite on matters that have a majority interest, they are surely accomplishing a very important function. Discussing school problems clarifies issues and brings about a deeper appreciation and frequently a willingness to help. I have known of delegates who have gone to a state convention with the determined intention of getting certain definite things accomplished usually for their own

particular district, yet these same delegates have not pushed their object too hard when they have been confronted with the greater problems of others of which they had heretofore been unaware, and when they have seen the reasonable objections to their own ideas.

Another important function of a state school-board association is that it cooperate in every possible way with the local state educational association (or whatever the group made up of teachers and educational administrators of the state may be called). Frequently many of the aims of both groups are identical, particularly in the legislative field, and uniting common problems is almost certain to bring a satisfactory solution of these problems. There should be a friendly contact between the two organizations and opportunities should be offered for discussions on those problems upon which they do not agree. It is impossible for the two organizations to see eye to eye on everything, but an understanding and appreciation of the opposition's viewpoint cannot help but be beneficial to all concerned. I particularly believe that it is to the advantage of the educational associations that this understanding be brought about, because it is only natural that any legislative body will heed more quickly the requests of a state association representing the taxpayers' interest in education than they will accede to requests of what might be considered a teachers' organization. In other words, they would be inclined to cater to those who pay the bills rather than to those who receive the pay.

### Valuable Cooperation Possible

Because of the fact that the two organizations do not always see eye to eye, it is sometimes within the scope of a school-board association that the state group give what assistance it can to an individual board having difficulties which other boards might be compelled to face at some future time. There is, for instance, the clarification of teachers' tenure laws and the ex-officio status of the superintendents and similar matters. When the school boards as an association can take up these matters, they are doing a real service to all the boards of the state.

Still another function of a state association is that of acting as spokesmen in matters between the state department of education and the school boards. Very frequently the need for conferences arises between these two branches of education and where there is a sound state association most departments will find a true friend in it. This friendship works both ways. Not only do the state departments assist the school boards, but likewise the school-board association is able to help the state department in many ways, not the least of which is legislation.

Then there is the function of working through and with the state legislature. Those state associations who maintain a legislative



Tom O'Brien, Esq.  
Brainerd, Minnesota.

contact-committee or person have found a very effective means of getting a hearing for the school boards of the state in the legislative halls. This function is indeed one of the most important. It is the state legislature which grants the money which enables a good share of the schools to run and which passes legislation regulating school boards' activities. To have someone on the job to protect the interests of the boards as a whole, and to keep the association informed as to what other groups may be doing which is detrimental to the cause of education, is very important indeed. In our own Minnesota association, we usually have someone attend the committee hearings on education. These representatives are there to present the attitude of the association and to hear the education bills discussed.

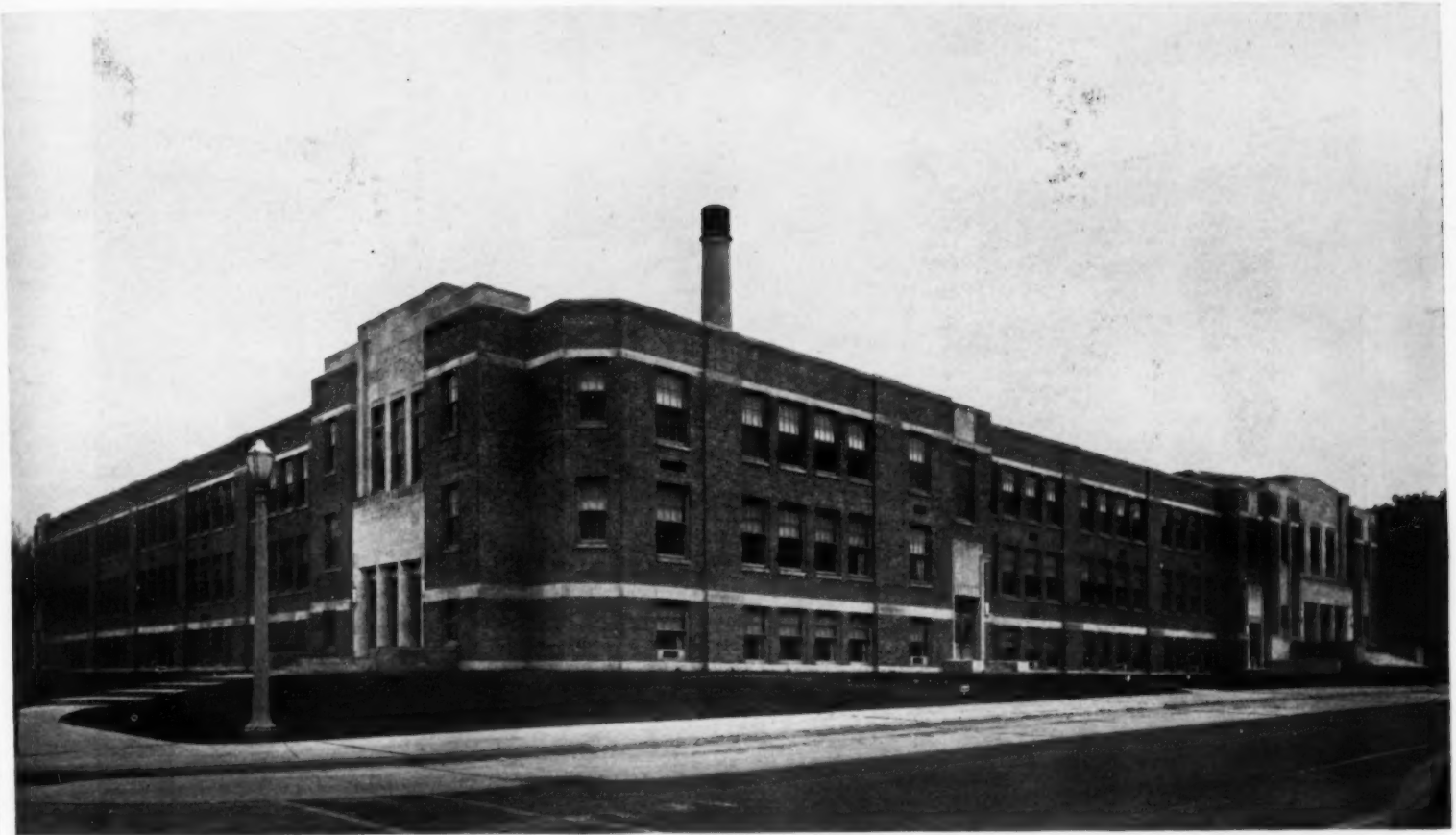
Not the least important function is that of educating the school-board members, by making available for them literature and talks from leaders in the various fields, so that the board members may be informed as to how they can best serve in their capacity as school-board members. We, who serve, our local school districts, have a direct responsibility that is all too seldom realized. Our public school system is considered the bulwark of our democracy, and rightly so—this same democracy today is facing its most crucial test. It is up to us who formulate the policies of our schools to study these policies with the view of determining which ones will bring about the desired result.

### Problems Are Grave

Our problems are very grave. There are those who believe that our so-called enriched program is bringing about an educational system that is forgetting the essentials of reading, writing, and arithmetic in the elementary fields. Constantly, I am told that our schools are turning out youths who have poor work habits, and who have not mastered the essentials mentioned above. We can honestly ask ourselves, "Is our present curriculum

(Concluded on page 99)

<sup>1</sup>An address delivered before the South Dakota Education Association, in Aberdeen, November 25, 1940. Mr. O'Brien is president of the Brainerd (Minn.) board of education, and is also president of the Minnesota State School-Board Association.



*General Exterior View, Muscatine Senior High School, Muscatine, Iowa.—Keffer & Jones, Architects, Des Moines, Iowa.*

## The Muscatine Senior High School

A. A. Johnson<sup>1</sup>

The successful administration of a high school building project involves the solution of a large number of closely related educational, financial, technical, and even political problems in which the school board, the superintendent, the high school staff, the local municipal authorities, architectural and engineering experts, public finance authorities, and the community as a whole must co-operate. If the approach and the procedures are democratic and the school authorities are fully competent and attentive, the resulting building will be an unquestioned success. Fundamental and preceding all steps in the undertaking must be a thorough understanding of the philosophy of the educational policy of the school.

In beginning a building job, the first question before any school board and its superintendent is: "Shall we follow the extremists in education and architecture, either left or right? Shall we direct the undertaking along a middle course?" In my opinion, there is nothing wrong with the sane middle ground even though, for the present, it is somewhat unpopular. It seems necessary to be an extremist to be heard, but I still believe that common sense is the true forte of good schoolmen. With a philosophy, therefore, that does not shun progress but refuses to accept every idea just because it is new, we undertook the educational planning of the new Muscatine high school building.

### Educational Planning Complete

In the preliminary studies, every department in the school was interviewed and asked to outline its program and its needs and to

suggest the room areas desired for adequately housing and carrying on its work. Not all ideas were accepted, because costs inevitably limit desires and a balanced program leads to



*The metalworking shop is an attractive, high room finished in true factory style and equipped for a wide variety of pre-vocational activities in woodworking, metalwork, etc.*

<sup>1</sup>Superintendent of Schools, Muscatine, Iowa.





*An attractive, dignified room is the library which also serves as a study center.*

adjustments. There were, however, a few ideas for use rather than show, and to make study upon which all departments agreed; namely, and books the central theme. These ideas, that we plan and build along straightforward naturally, affected the planning and the ultimate and honest lines. In other words, leave off mate building results.

the "frosting." Secondly, we agreed to build As an example, the library is the most

beautiful and useful room in the building. Here we have a dignified room seating 200 pupils, with substantial tables and comfortable chairs, giving the impression of permanency and quality. The books are arranged on open shelving around the room. They are not hidden from the pupils, but rather invite the pupils to explore their interests. The question has been asked, "Don't you lose books by having them accessible to all the students?" Our answer is, "We have lost practically none, but even if we should lose some, the arrangement is worth the risk." The increased amount and quality of the pupils' reading is ample return for the use of the plan. The main library has smaller rooms adjacent to it where conference groups may meet, particularly the student council which plays a great part in the school program.

#### Quiet in School Assured

In keeping with the general program, all classrooms have acoustic treatment. The corridors and stair halls are also treated in like manner. The result is that an atmosphere of quiet is established, which is astonishing and has a marked effect upon the demeanor of the whole student body. The careful adjustment of acoustics is a great help to the speaking voice in that all parts of the classrooms are free from echo or reverberation. Then, too, the monotony of straight plaster ceilings is avoided. The acoustical material definitely adds to the appearance of the rooms, giving a decorative effect without the overdone feeling.

The auditorium seats 1378 pupils. The room is fitted with indirect lighting and in use has



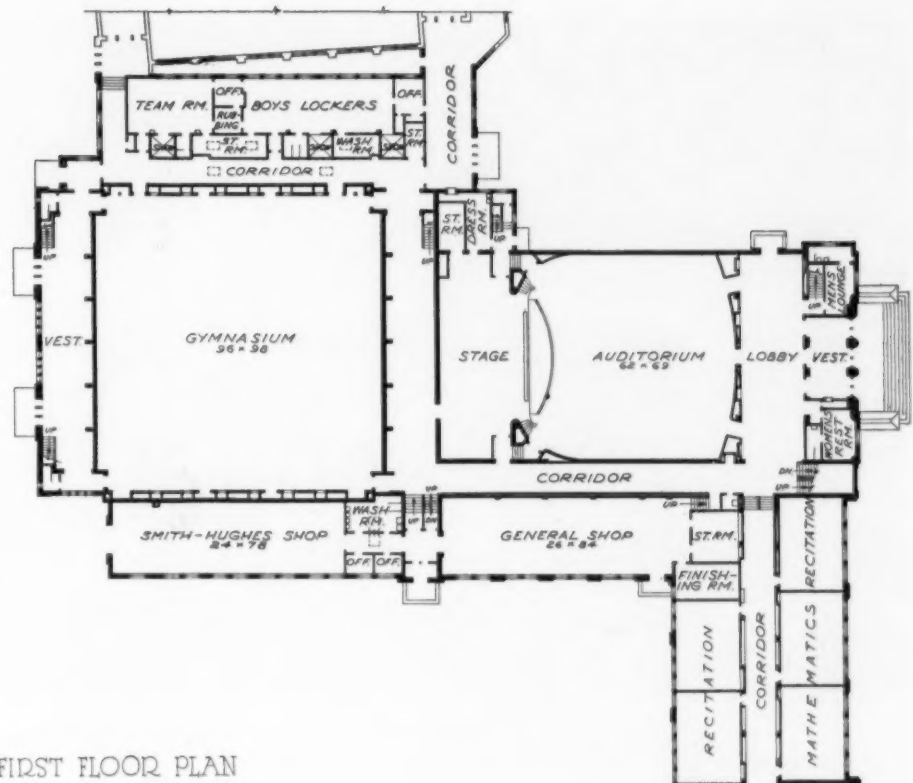
*The gymnasium has cantilever roof construction.*

been found to have splendid acoustic qualities. It is the largest auditorium in the city, and hence it is used a great deal by outside groups. We encourage this because it helps to make the school an important center of community interests and activities. To make the auditorium widely useful the stage equipment and lighting have been carefully planned and an electric organ has been installed. This organ has been the most used instrument in the school. It is connected to the loud-speaker in the gymnasium and has been found to be of use in the physical-education work.

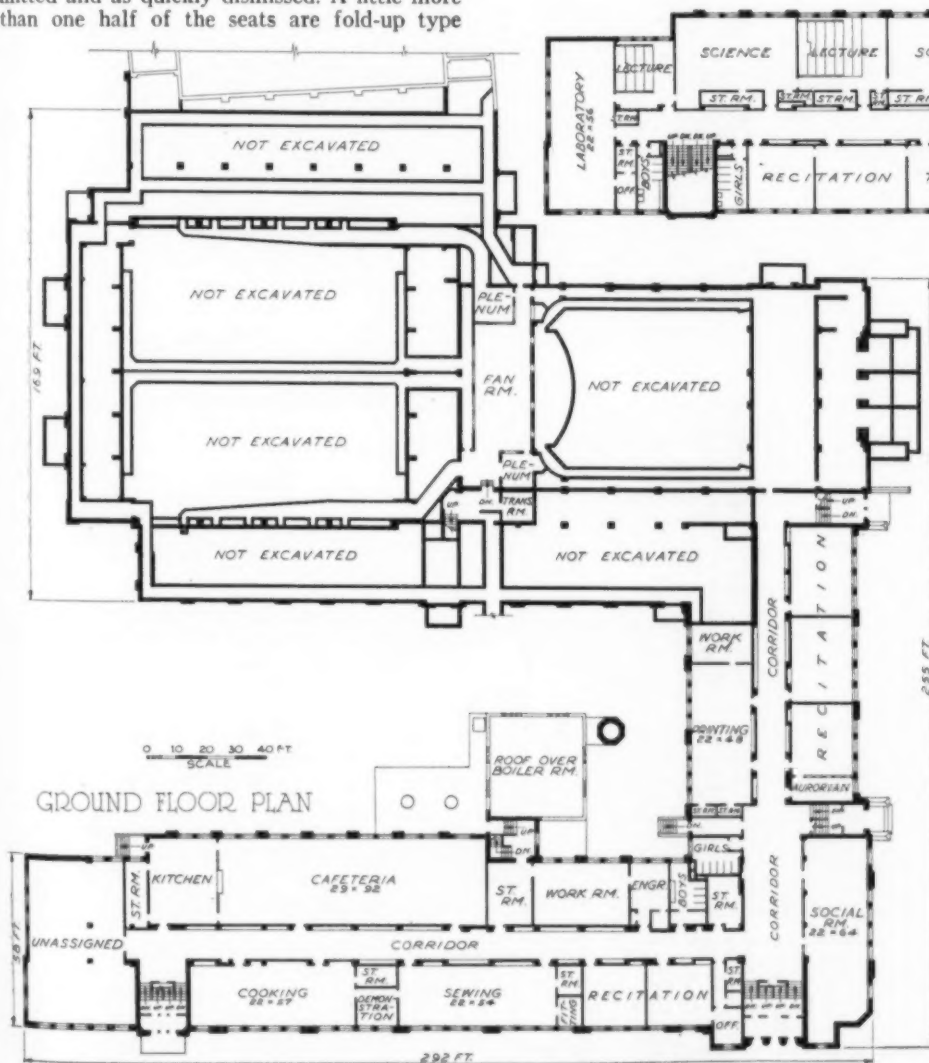
## The Gymnasium Unit

Muscatine is interested in basketball. The high school gymnasium, besides taking care of our physical-education program, must also serve the basketball fans. We have comfortable accommodations for 2600 people. Here, again, the ceiling has acoustic qualities which make it usable for many types of functions. The baskets can be recessed against the wall so that, should it be necessary to put up a temporary stage, this can be done without obstructing the view. The construction of the gymnasium roof is of the cantilever type, which makes posts unnecessary. This feature gives the great room the appearance of a fieldhouse, and makes it seem larger than it actually is.

There are 10 doors leading into the gymnasium. A capacity crowd can quickly be admitted and as quickly dismissed. A little more than one half of the seats are fold-up type



FIRST FLOOR PLAN



*Floor Plans, Muscatine Senior High School, Muscatine, Iowa.—Keffler & Jones, Architects, Des Moines, Iowa.*

bleachers, so that very little of the floor space used in physical education is sacrificed for the infrequent evening games.

## Departmental Organization Helped

The classrooms are grouped in departments with inter-communicating doors. This arrangement tends to give unity to departments and brings about a greater integration within the departments themselves. It also centralizes departmental interests for students who are majoring in specific fields.

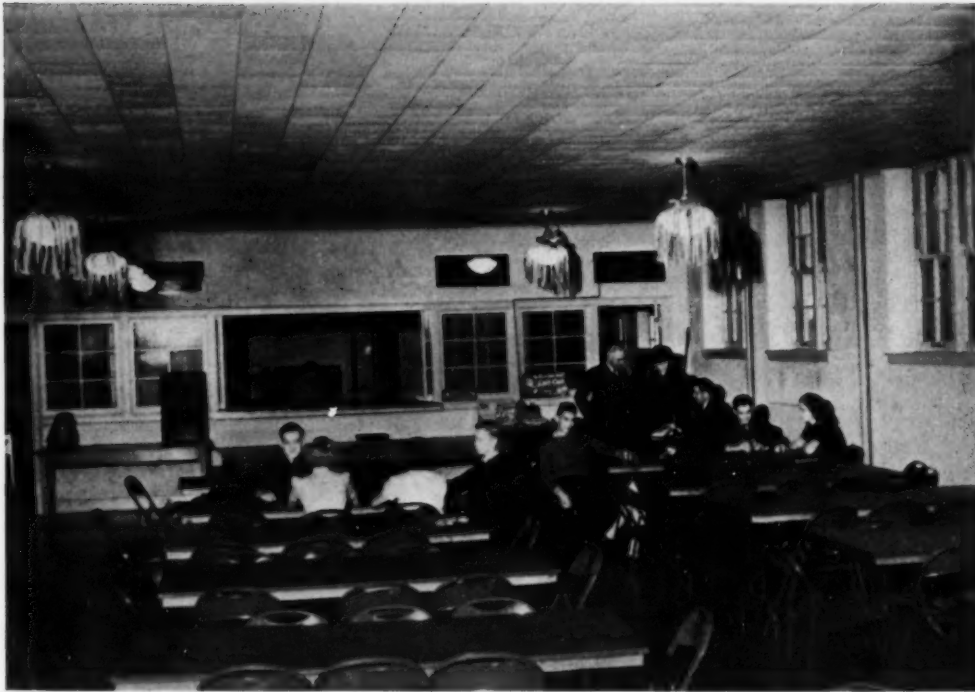
Approximately one half of the classrooms are fitted with tile floors and one half have hard-maple floors. The seats, in most cases, are movable so that any informal arrangement of study and instructional groups can be made. All of the classrooms have been provided with ample storage space as well as individual library shelves. The unit libraries in the classrooms have been found invaluable in promoting extensive reading and reference work in the various subject fields.

The homemaking unit has been worked out in an attempt to carry out the project method, and to provide working conditions similar to those found in the homes of the city. A separate library and study room has been arranged here so that special reading may be carried on in a homelike atmosphere.

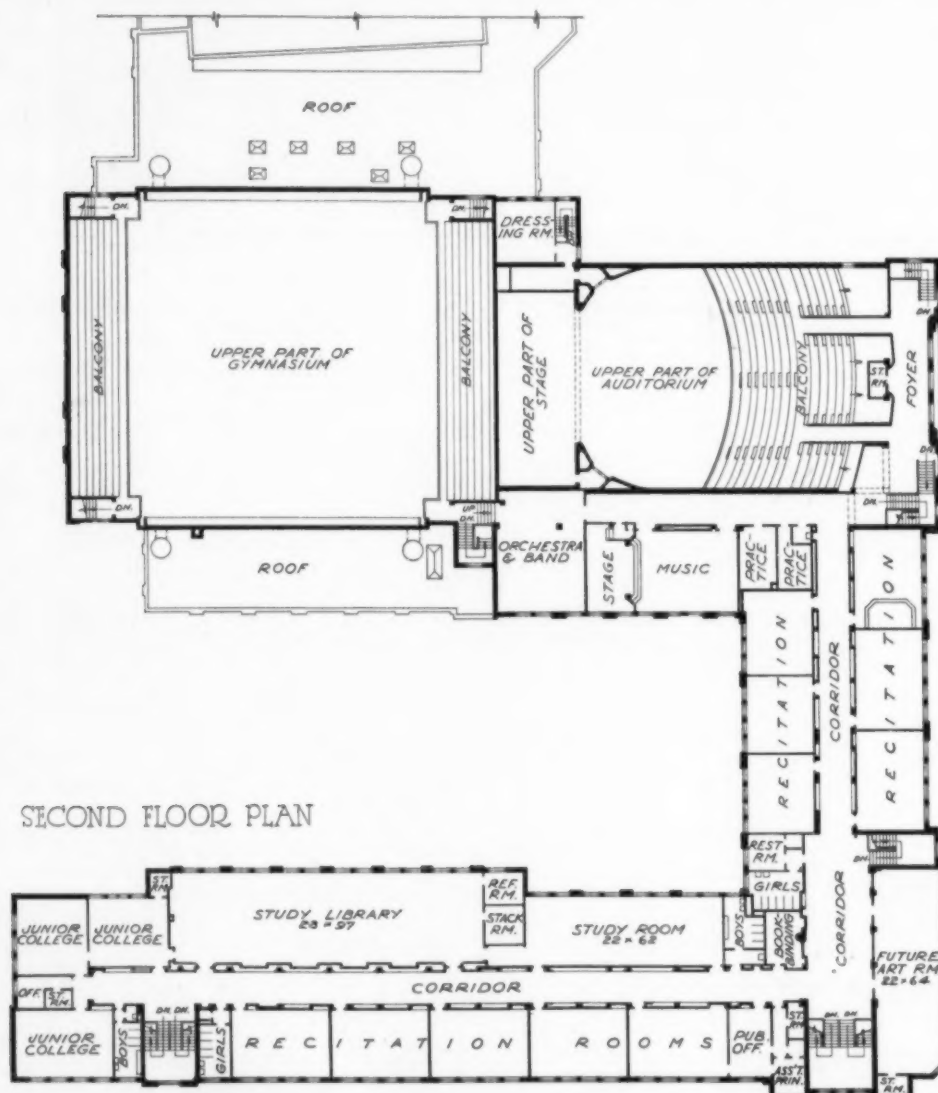
## The Multi-Use Cafeteria

Across the hall from the homemaking department is the cafeteria. The kitchen is large and well equipped and contains the necessary serving tables. The exclusion of the serving tables from the dining room proper has two





*The cafeteria frequently serves student and community organizations.*



*Second Floor Plan, Muscatine Senior High School, Muscatine, Iowa. — Keffer & Jones, Architects, Des Moines, Iowa.*

advantages: first, it becomes imperative that the kitchen be kept clean and spotless at all times. Second, once the pupils are served, the kitchen can be closed off, shutting out the odors of food and the noise of handling and washing dishes. This is particularly advantageous when groups are being served in the cafeteria. All tables are of the folding type. Hence, when we have a social gathering, the tables are removed and the cafeteria may be used for reception purposes or dancing. The cafeteria can thus be made to serve a variety of purposes and, in conjunction with the social room down the hall, makes an ideal social and party unity.

In a very sketchy fashion, this paper has enumerated a few of the features of the Muscatine Senior High School. Much more might be written concerning the construction and equipment, and the special areas like the music department, etc. The main thing is that the building meets our needs. The teachers and pupils are happy in an environment of contentment and work.

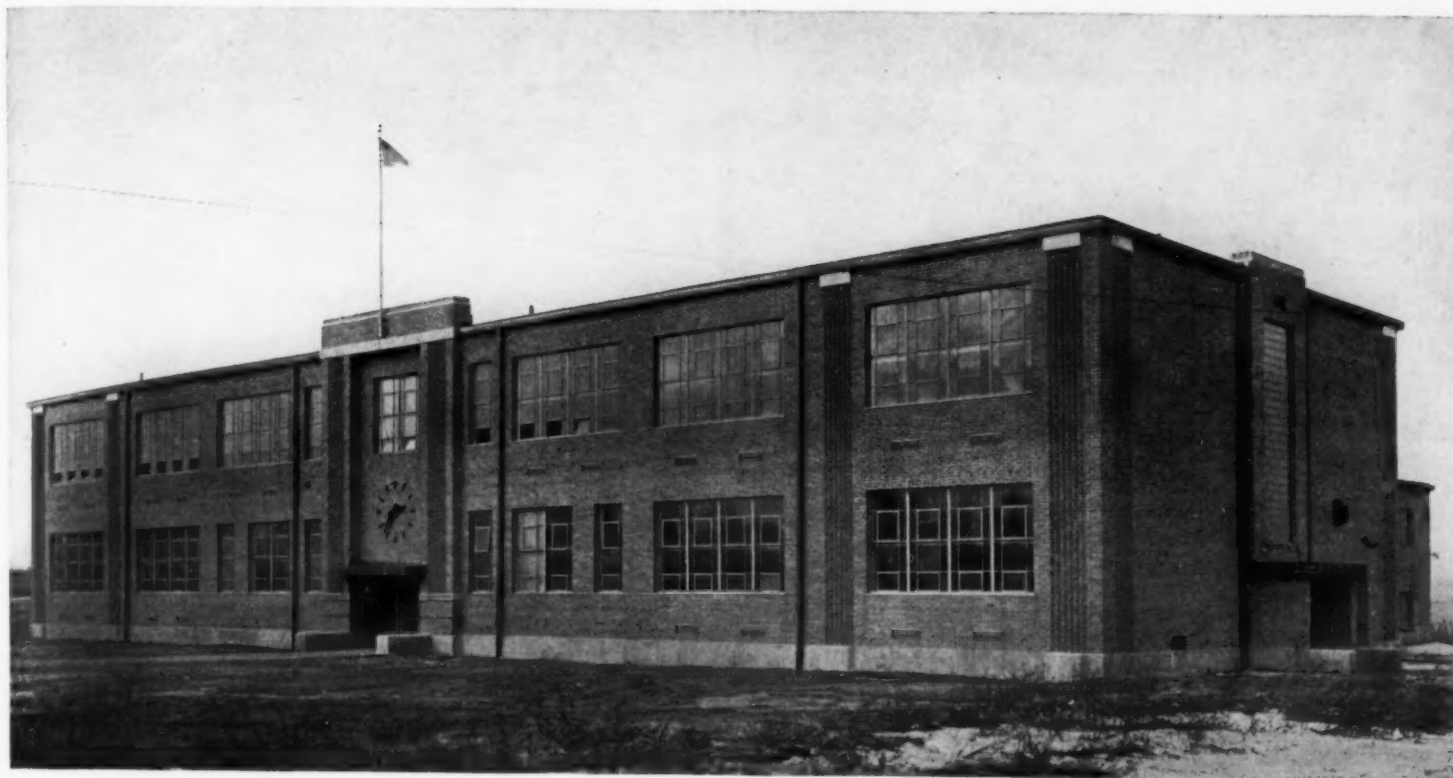
## Royal Centre Serves Large Rural Community

In order that the children of a wide rural area may enjoy a comprehensive program of high school education, four townships of Cass and White counties, in Northcentral Indiana, cooperate in the conduct of a regional high school at Royal Centre. Since January, 1940, the school, which enrolls 250 students, has enjoyed the benefits of a genuinely modern building, planned and equipped to permit of a generous program of academic and vocational courses. Most of the children come to the school on buses operated by the cooperating township elementary school authorities.

The project of erecting a regional high school building at Royal Centre was initiated in the summer of 1938, after the old high school building had been condemned as unsafe because of the failure of the foundation. In seeking a site for the new building, the board of education found a particularly well-suited plot, adjoining a public park recently improved and in close proximity to the residential area of the town.

A complete study was made of the existing instructional program and of possible additions and improvements to meet the general education and vocational needs of the town and rural pupils. Because the legal bonding limit of the township did not permit complete local financing of the projected building, application was made to the Public Works Administration for a grant. When this was received in November, 1938, contracts were let and the construction was begun. The building was accepted from the contractors in November, 1939, and classes were begun January 2, 1940.

The building is modern in plan and design. Both school authorities and architects centered their entire effort on the development of a plan which would provide a maximum of instructional utility with economy in construction and maintenance. The exterior walls are buff brick, trimmed with Indiana limestone. The window sills are extruded aluminum; all sash are steel; gutters and conductors are copper; and the canopies over the en-



*General Exterior View, Regional High School, Royal Centre, Indiana.— Henry C. Wolf, Architect, Logansport, Indiana.*



*The gymnasium while primarily planned for a physical education program and for indoor sports, has an adequate stage and serves both as a school and community auditorium.*

trances are faced and roofed with copper. The roof is asphalt, built up with a white mineral surface cap sheet. A useful departure in the architectural ornament is a large clock above the main entrance. The exterior is severely

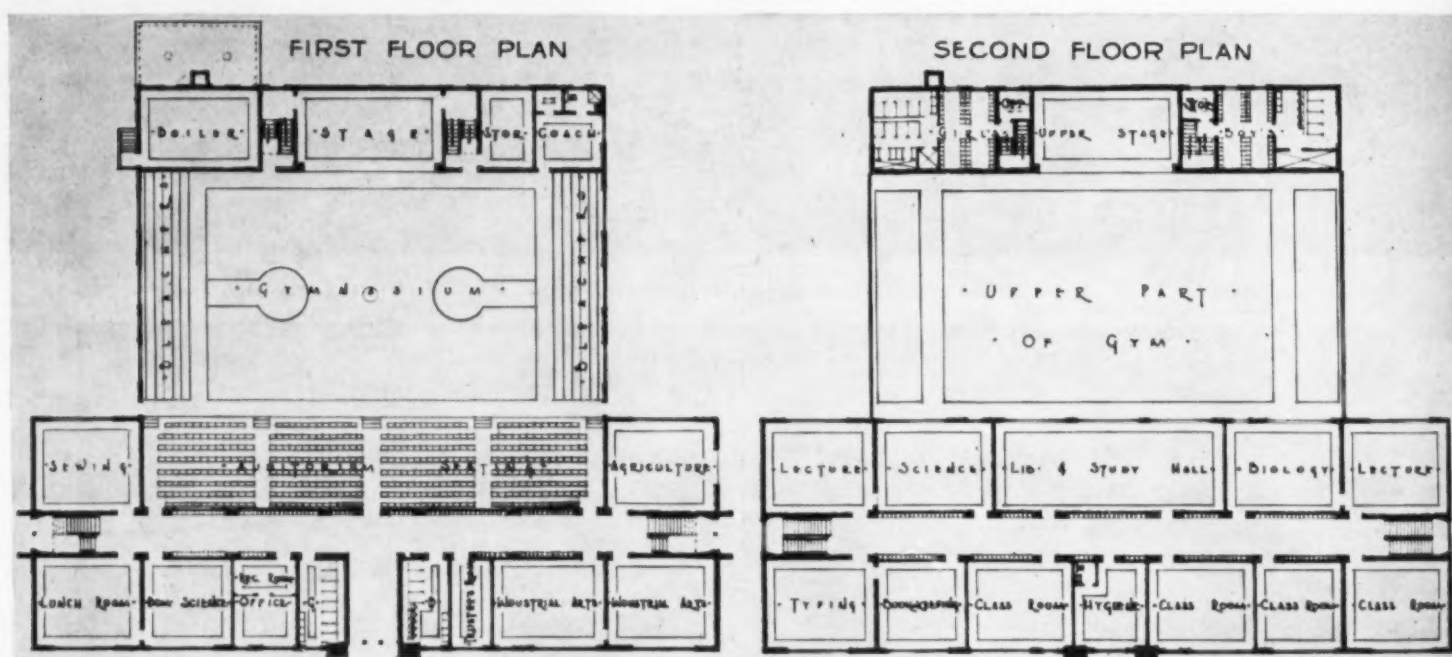
plain and depends for its satisfactory effect upon the excellence of color and texture of the materials and the honest expression of the activities for which the building has been planned.

The simple directness of the exterior design is reflected in the plan. On the first floor there are to be found two shops for industrial arts, a trustee's office, an agricultural laboratory, a cooking laboratory, a sewing room, a





Left: the cooking laboratory is arranged on the unit plan so that students work under conditions typical of the best rural homes. Right: practical garment construction and plain sewing are a main activity of the homemaking course.



Floor Plans, Regional High School, Royal Centre, Indiana.—Henry C. Wolf, Architect, Logansport, Indiana.

lunchroom, offices for the principal, and toilets. The cooking laboratory serves as kitchen for the lunchroom and is under the direction of the teacher of cooking.

The second floor provides space for four standard classrooms, two rooms for the commercial department, a biology laboratory, a general science laboratory, two lecture rooms, a health clinic room, and a large central library and study hall.

To the rear of the classroom unit is the gymnasium-auditorium with its stage, dressing rooms, showers, storerooms, coach's office, and toilets. A sloping seating section is equipped with 400 auditorium chairs and two sets of concrete bleachers seating 500 additional spectators.

Careful attention has been given the selection of construction and finish materials of modern and economical types. Corridors, stairways, and boiler room have fireproof masonry walls and concrete-slab floors and roof. Classroom floors and ceilings are carried on steel-bar joist construction with poured concrete slabs for floors and roof. The gymnasium roof is wood sheathing and joists, carried on steel trusses; steel columns and structural steel framing are used to carry the second-

story wall at the front of the auditorium seating.

The wainscots in the corridors, the toilets and shower rooms, and the entire gymnasium walls are glazed brick. Above the wainscots in the toilets and in the classrooms, the walls and ceilings are white, sand-finished plaster. The ceilings of the corridors, of the English-music room, and of the gymnasium are low-density acoustical tile. The floors in the corridors and science rooms are asphalt tile, and in the other instructional areas linoleum is used. The gymnasium floor is maple, and the stairways and the bleachers are finished concrete.

A stoker-fired steel boiler provides steam for the vacuum system, with unit ventilators in the bookkeeping room and study hall. Unit heaters are placed in the auditorium-gymnasium, and positive exhaust is provided for the entire building by means of power ventilators in the roof section of the classroom unit.

The plumbing is of the heavy-duty school type, with porcelain fixtures and rapid-flush toilet valves. A complete fire-protection system, with hose and reels on each floor is installed. The electrical system includes enclosed lighting units and utility outlets in the class-

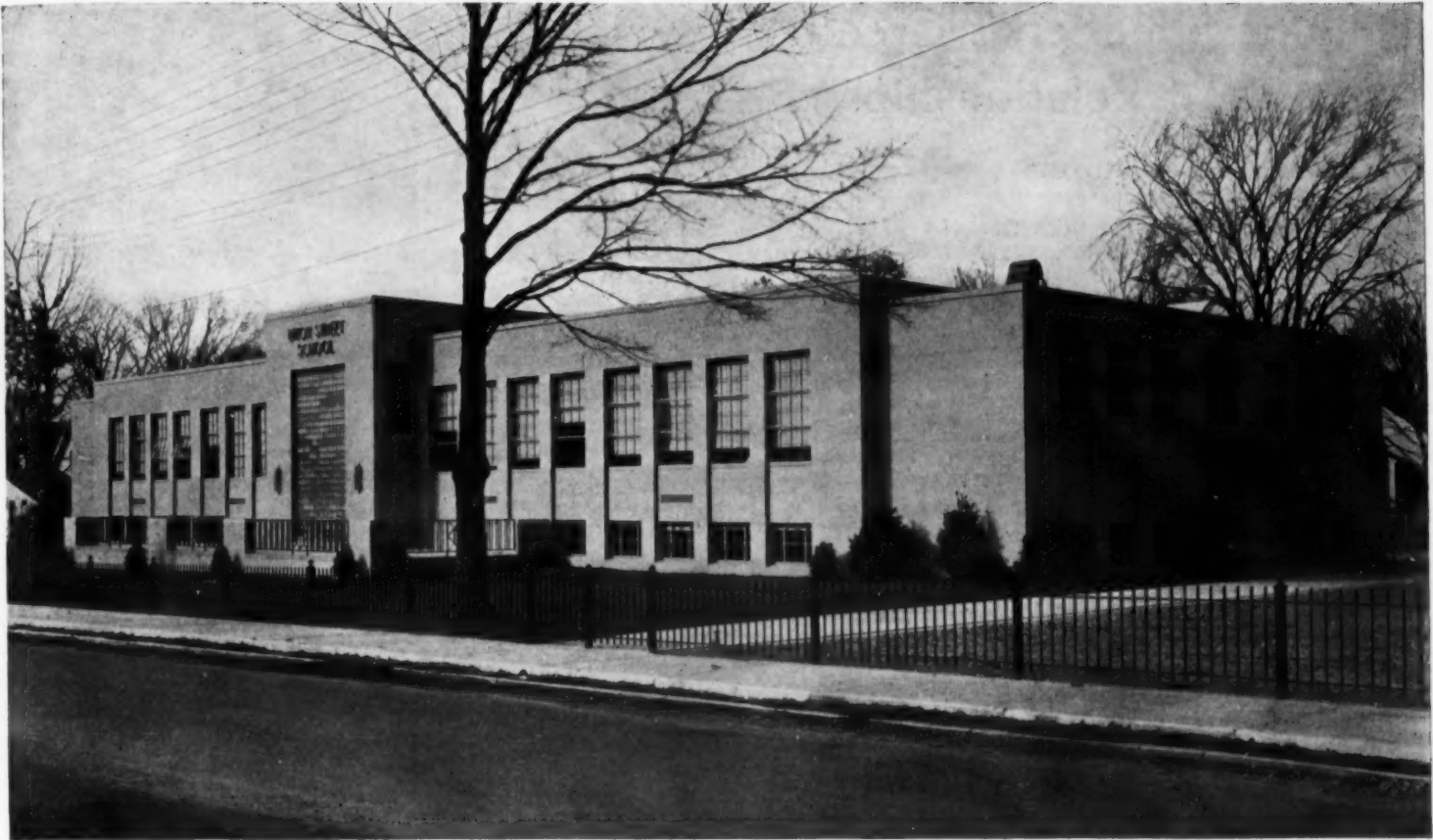
rooms. Industrial-arts shops are operated with individual motor-driven machinery and electric stoves are used in the cooking laboratory. In the gymnasium recessed flush-type lighting fixtures are used.

Care has been taken to select the built-in and movable equipment with instructional serviceability as the first requirement. Recessed steel lockers are located in the corridors and classrooms and in the locker room. Window shades are of washable duck, and darkening shades are provided in the English-music room, and in the science locker room.

Industrial-arts and the agriculture rooms are equipped to permit of a complete farm-shop course, with activities in woodwork, metalwork, farm-engine repair, etc.

The home-economics laboratories have the latest in equipment; the foods laboratory is furnished on the unit basis so that students work in small groups, under conditions and with equipment similar to that found in the best rural homes. In addition to demonstration meals, the equipment is used for preparing noon lunches for the pupils. The sewing laboratory has sewing tables and cabinets, with interchangeable tote-box drawers, sewing

(Concluded on page 99)



General Exterior View, Union Street School, Middleboro, Massachusetts.—Frank Irving Cooper Corporation, Architects, Boston, Massachusetts.

## FUNCTIONALISM MINIMIZES SCHOOL-BUILD- ING COSTS AND REPAIRS

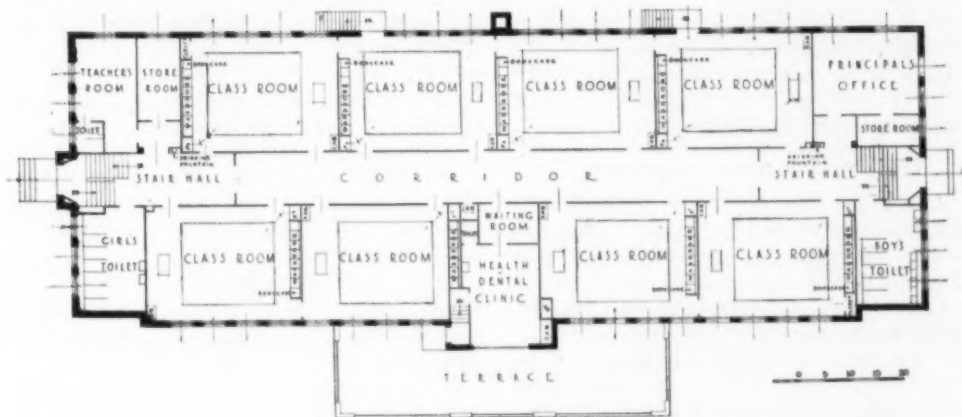
Ralph G. Stebbins<sup>1</sup>

The town of Middleboro, Mass., at one time boasted 44 school buildings, scattered over an area of 146 square miles. With the exception of the populated centers these buildings were of the one-room type. Middleboro has gradually eliminated these boxlike district schools by consolidation and has centralized its pupils in more modern and larger structures where a comprehensive program of instruction is possible.

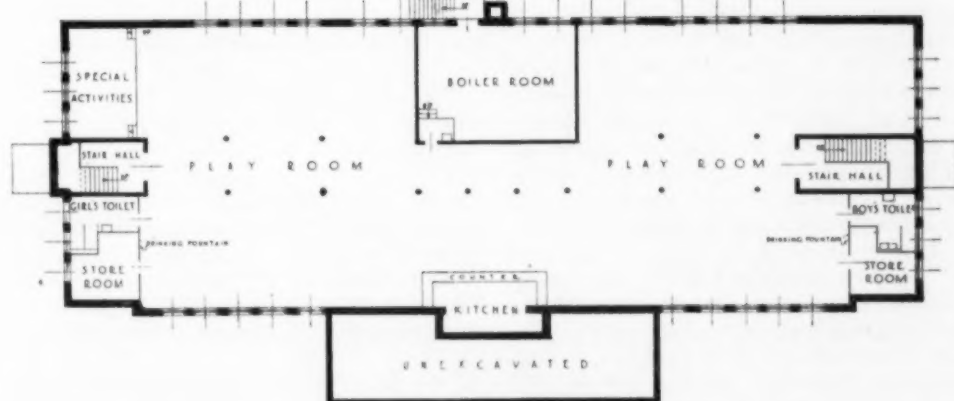
The most recent schoolhouse erected in the town is the Union Street School, which replaces an obsolete four-room building and a two-room portable structure. This new elementary school, which accommodates 280 pupils in grades one, two, and three, was designed by the Frank Irving Cooper Corporation, of Boston and Hartford.

In planning the building, the major problem before the architects was the development of a building which would fully meet an enlarged, progressive type of instructional plan. The school committee argued that the building should be as low in first cost as possible and should be entirely economical for operation, maintenance, and repair. The problem was solved by designing a plan that is dignified, completely functional in plan and exterior design, in which the beauty of the whole depends upon good proportions and well-chosen materials. The architects

(Concluded on page 82)



First Floor Plan, Union Street School, Middleboro, Massachusetts.



Basement Floor Plan, Union Street School, Middleboro, Massachusetts.—Frank Irving Cooper Corporation, Architects, Boston, Massachusetts.

<sup>1</sup>President, Frank Irving Cooper Corporation, Boston, Mass.



# A Superintendent's Creed of Relationships Ralph E. Whipple<sup>1</sup>

## A. WITH THE BOARD OF EDUCATION

1. I shall earnestly seek information that will enable me to ascertain my status with the board of education.

2. From one member, I shall not seek nor consider as final, information that has not already agreed to by all in a legal session.

3. I shall strive to furnish some tactful leadership for the board in all school problems.

4. I shall carefully reserve business for the board until the latter is in session.

5. I shall endeavor to smile and not complain when the board fails to put the stamp of approval on my cherished plans.

6. I shall labor for the advancement of community welfare above personalities as represented by board factions.

7. I am determined not to graduate from the learning process, but with eagerness I shall plan to help the board accomplish things educational.

8. I shall seriously and respectfully consider the opinion of each board member.

9. I shall never suggest to a salesman that he see an individual board member in regard to a demonstration of merchandise.

10. I shall always regard criticisms of the school as being impersonal and as being given sincerely.

11. I shall work for the adoption of written policies and regulations of the board.

12. I shall conscientiously give any assistance possible in order to keep the board minutes accurate, legal, and complete.

## B. WITH THE PUBLIC

1. I shall diligently strive to merit the faith the public may have in me by keeping myself informed regarding the new and reliable in educational procedure.

2. I shall approach the new with extreme caution until I am able to learn beyond doubt that the new has merit not possessed by the old.

3. I shall be alert to trends and interpretive results that are in evidence in the various fields of education.

4. I shall not be guilty of quitting work, but shall find joy in industry and accomplishment.

5. I shall attempt to keep myself educationally minded and present myself as a good example of one in whom faith can be reposed.

6. I shall make an honest attempt to be friendly to all persons with whom I come into contact in order to increase their interest and support in the education of children.

7. In fairness to all levels of interests and activities represented in the community, I shall attempt to keep the school maintaining a balanced program for all young people.

8. I shall be attentive to honest suggestions concerning individual welfare and general school policies.

9. I shall endeavor to present to the public

in various ways a continuous and diversified program of school publicity.

10. I shall encourage definite hours and days for school visiting instead of merely issuing blanket invitations for all to come who wish to visit.

11. I shall at all times strive to be a desirable citizen of the community by patronizing home concerns and attending functions prepared for local convenience and entertainment.

12. I shall not remain aloof, but shall make it my business to become informed about and to take part in the interests of the community.

## C. WITH THE TEACHERS

1. I shall make an honest attempt to find something at school each day about which I can be genuinely enthusiastic.

2. I shall conscientiously spend my energy to be of service and assistance to my co-workers.

3. I shall seek assistance from my co-workers, and in all fairness to them, I shall regard with sacred respect their opinions and professional efforts.

4. I shall maintain my self-respect by doing nothing that is base or sordid and for which I cannot give an equitable answer and a reasonable justification.

5. I shall endeavor to point the way to the premium in industry by being able to show some visible results of being industrious myself.

6. I shall attempt to impose some self-criticism so that I may be aware of my shortcomings, social and professional.

7. With a definite attempt to be modest and unassuming, I shall labor earnestly to help teachers avoid pitfalls, especially the more common ones.

8. Recognizing existing differences in personalities, I shall encourage individual initiative by a concerted effort to develop diversified techniques.

9. I shall not only try to do an extra good piece of teaching myself but shall also try to be an educational group leader, personally and professionally.

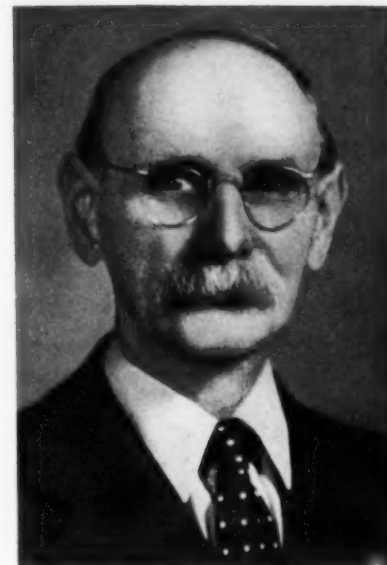
10. To establish professional rapport, I shall first of all be friendly and at the same time firmly constructive in child welfare.

11. Since the growing teacher is more likely to be a good teacher, I shall try to make it possible for my teachers to receive some beneficial in-service training.

12. On the supposition that every good teacher needs some time to administer individual guidance and counseling, I shall make a conscious effort to keep from loading a teacher so heavily that he will not have time for duties less routine than classroom teaching, and personal enjoyment and rejuvenation.

## D. WITH THE PUPILS

1. I shall keep my educational philosophy keyed to a realization of the necessity for an understanding of child-centeredness.



**WILLIAM A. DONAGHY**  
Member, Board of Education,  
Palmyra, N. J.

Mr. William A. Donaghy has served the Palmyra board of education well and faithfully for 34 years. During that time he has never missed a regular board of education meeting and he has missed very few special meetings. Mr. Donaghy has served in many capacities on the Palmyra board of education, and he never fails to carry out a job assigned to him.

At the present time Mr. Donaghy is chairman of the building and grounds committee and chairman of the finance committee. He has served as secretary of the Association of Burlington County School Boards for many years, and he served at one time as district clerk of the board of education.

Mr. Donaghy has been a member of the board of education through three building programs. His name is listed on bronze tablets in these buildings in the years 1909, 1922, and 1939.

2. I shall plan with efficiency so that we can conserve the pupil's time both daily and yearly.

3. By efficient planning to prevent idleness, I shall endeavor to place a pointed premium on industriousness.

4. To help superimpose a spirit of delightful working relationships, I shall attempt to learn, and call, the names of at least those pupils with whom I am thrown into direct contact.

5. I shall attempt to teach some democratic principles by making evident the truth that individual freedom ceases where the rights of society are violated.

6. To help bring into ill repute the rubber-stamp idea of teaching and learning, I shall give pupils opportunity to think, and to think anew and straight.

7. I shall attempt to invert the question and answer process by encouragement of the plan of having pupils question the teacher and other authorities for sound, unbiased information.

8. I shall attempt to make realistic the learning about life problems by directing the

(Concluded on page 93)

<sup>1</sup>Superintendent of Schools, Hull, Ill.

# *School Business Management in Action*

## **Purchasing School Furniture**

**Hugh B. Johnson<sup>1</sup>**

The objective in purchasing school furniture is to provide equipment that will best meet the needs of the school most economically over a long period of years. The problem considered here is the selection of school furniture of the same general type from among the various makes and designs offered. The decision on the general type of furniture to be purchased is an important one as far as the teaching process is concerned; it may be formal or informal, movable or immovable, adjustable or nonadjustable. It may be classroom or auditorium seating or special room equipment. The requirements for any of these types are strength and durability for many years of service combined with good appearance; safety; a seat design that is conducive to good posture; and a complete article that will function to the best advantage in the school program.

Selection from the products offered without the use of specifications is ordinarily dependent on subjective judgment. There are many qualities of furniture that cannot be determined subjectively. School authorities are confronted by conflicting claims, all of which cannot be correct. A wise decision is made more difficult by the necessity of considering different types that are not properly comparable as well as considering several makes of each type. The purchasing officer, after attempting to make a judicious and unbiased selection, is sometimes accused of favoritism. If in his requests for bids the purchasing officer specifies one manufacturer's product "or equal" as the basis for estimates, he may limit the scope of the problem but also intensify it. It may be impossible to determine with any exactness that two units of different design and construction are "equal," and the accusation of favoritism may be made with good reason.

Descriptive specifications have often been used by purchasing officers and others in an attempt to overcome the difficulties faced in purchasing school furniture. These specifications are written in much the same manner as building specifications. In order to protect the school's interests while using this type of specification, the item desired must necessarily be selected before starting to write the description. Consequently the specification is built around the one manufacturer's product which has already been selected as a basis for the description and competition is virtually eliminated. Unless some such procedure is followed the description becomes so open that all

makes will pass, even some which are not suitable for school use.

### **Purchase Under Functional Specifications**

Furniture that will comply with school requirements and meet the objectives of school purchasing may best be obtained through the use of an adequate specification of service needs which allows free play to the manufacturer in the method of meeting these needs. The specification will then contain no description of details of construction, sizes or shapes of structural parts, gauges of metal, or methods of connection. The type of furniture will be clearly defined so that bids will be received only on products that are comparable in function. This type of functional specification will set standards of utility, but change and progress in the method of compliance with these standards will be allowed. It should be a live, working specification which can be revised from time to time to keep pace with educational progress and improvements in equipment. The consistent use and enforcement of such a functional specification, with no exceptions or circumventions allowed, will secure the economy of free competition and assure the purchase of equipment that will give long and satisfactory service as well as build confidence in the fairness of the purchasing method.

The specification written in terms of service requirements will have three divisions: (1) description, (2) dimensions, and (3) tests. The descriptive portion of the specification will define the type and function of the item of equipment. The shape of parts which affect both use and appearance will be prescribed. It may also be necessary to specify the class of materials desired, such as steel, wood, plywood, or plastic.

The only dimensions given should be those which have a definite relation to function, such as capacity, seating posture, or space occupied. All dimensions should be based on adequate educational experience or research. For example, the dimensions of classroom seating may be properly limited as to height, shape, size, and slope of seats; shape and slope of back rests; and size and slope of desks. All of these factors affect comfort, posture, or eye conservation. If the dimensions are correct these factors may be considered aids to learning and as such have definite educational value. While further research is needed with regard to the problem of hygienic seating in order to determine accurate values, the general principles of correct posture are established and consequently dimensions can be given. At present, tolerances should be broad enough to allow for reasonable differences of opinion in interpreting these principles, but

unhealthy, uncomfortable, or unreasonable extremes may be eliminated. Similarly, dimensions may properly be given for other equipment to insure compliance with needs but which do not rigidly control construction.

### **The Test Specifications**

The test portion of the specifications should include definite tests for strength, durability, workmanship, and safety which the item must pass. For example, furniture of sufficient strength can be obtained by directing that the permanent deformation, or "set" after the application and removal of a given load shall not exceed a given value such as one quarter of an inch. This kind of test can be performed without difficulty by applying weights, or by placing the item of furniture on a platform scale and loading with an automobile jack, reading the scale to determine the load. This test will measure directly the strength of the unit or a part of the unit, such as the desk of the movable chair desk.

The durability of equipment may be determined by definite tests which can be made in a few days. Furniture which passes these tests may, with confidence, be expected to withstand long and severe use in the schoolroom under varied temperature and humidity.

The durability of finish on wood or metal can be covered by tests simulating wear, aging, and the application of cleaning solutions. If definite tests of this kind are specified it is unnecessary to specify or attempt control of the formula of the lacquer, varnish, or enamel.

Strength, durability, and workmanship tests must obviously overlap and cannot be separated into categories. For example, the most serious difficulty with plywood is delamination or separation of the veneers. The cause may be unknown or it may be caused by boys' jackknives. It is, in any event, a failure of the glue joint. A water resistance test may be specified to govern the quality of the glue joint. Plywood that passes this test will better withstand abrasion and jackknives as well as extreme moisture conditions.

A repeated impact test will give assurance that furniture has no weaknesses of connections, or other details which might fail in service. While this type of test is more complicated, the equipment necessary is not expensive and can be provided at a central testing location. The necessity for passing the repeated impact test effectively eliminates purchase of steel framework items having poor welding which might fail in service.

### **Safety Needed**

Tests and inspection may be called for which will assure the school of equipment that is as nearly foolproof as possible from the viewpoint of safety. Dimensions and tests can be specified to determine the stability of movable furniture. Tests should be provided to eliminate shearing or scissors action from

<sup>1</sup>The author of this article is research associate on the project for preparing national school-furniture and equipment specifications, working at the National Bureau of Standards. He is an architect and was formerly with the board of education, Rochester, N. Y.



## Furniture Specifications, Audits,

folding or moving parts. Cuts and torn clothes may be caused by rough surfaces, sharp corners, and burrs or fins from welds or rivets. A simple test for these defects may be made by inspecting each piece of equipment and rubbing it with a cheesecloth. Threads of the cloth will catch on any serious roughness. The inspection will also reveal any lack of uniformity of finish or the omission of parts.

Good workmanship and good appearance are requisites for which no single criterion or formula can be written. Workmanship can be controlled by durability tests, by the test for rough surfaces, and by inspection for compliance with other specification requirements. Appearance may be controlled to some extent through the general description of type as well as specifications of dimensions, grade and specie of wood, quality of finish, and shaping of wood and metal parts. The specification may include a clause which will allow the purchasing authority to select any bid from among the furniture bids which meets all specification requirements if in his opinion qualities of appearance or function justify the difference in price between the bid chosen and the lowest bid. It is probable, however, that furniture which complies with all of the requirements of an adequate functional specification will have a good appearance.

If the specification is to be effective, the performance tests must actually be made. The purchaser should apply the tests specified or have them applied at his direction; until this is possible the manufacturer may be required to furnish a certificate stating that his product has been tested and complies with all requirements of the specification. A city or a large school district may economically provide its own testing apparatus. Existing city or university laboratories can readily make the tests. The local purchasing officer can also make many of the tests without special apparatus of any kind. If he finds that the furniture does not comply with some easily made test or measurement, he may reject the shipment without the application of further performance tests.

### A Project to Prepare Specifications

From the foregoing discussion it is obvious that the preparation of sound and technically accurate test specifications for school furniture must be based on research; it is a task that cannot be adequately handled by the local school authority. The need for adequate specifications for school equipment has long been recognized. The wide use of specifications setting minimum standards for various items of furniture would be of great service both to the schools and to the equipment industry. The importance of the problem is illustrated by the fact that approximately 45 million dollars is now spent each year for new school equipment in the United States.

A project to prepare such specifications has been established for a limited time under a grant from the general Education Board. This

study is being conducted by the Interstate School Building Service,<sup>2</sup> under the auspices of the American Council on Education through its Committee on School Plant Research. The National Bureau of Standards is cooperating in this undertaking by offering its facilities and assistance to a research associate employed under the terms of the grant. The Forest Products Laboratory of the Department of Agriculture and the Bell Telephone Research Laboratories are also generously contributing

<sup>2</sup>The committee of the Interstate School Building Service in charge of the school-equipment specifications project is: Raymond V. Long, *Chairman*, director of school buildings, Virginia; Ray L. Hamon, professor of school administration, George Peabody College, Nashville, Tenn.; and William F. Credle, supervisor of schoolhouse planning, North Carolina. The subcommittee of the American Council on Education with general direction of the program is: Raymond V. Long, *Chairman*; J. Harold Goldthorpe, research associate, American Council on Education; and T. C. Holy, professor of education, Ohio State University.

their assistance to the project. The school-equipment industry is cooperating by furnishing samples of furniture for study and testing. Some steps have already been taken in the direction of simplified practice by agreements within the equipment industry.

The specifications are being issued first in tentative form for discussion by the industry. They will be published in final form by the American Council on Education and widely distributed for the use of local school authorities. This is one method of reaching the objective of the economical purchase of equipment that will best meet school needs over a long period of years. The effectiveness of this method will depend on the continuous cooperation of everyone concerned with this problem in using and enforcing the specifications and making suggestions for revision when necessary.

## The Annual Financial Audit

W. E. Rosenstengel<sup>1</sup>

The financial records of a school system should be audited annually and the audit filed as a part of the permanent records of the school district. During the past decade many school districts have not had an annual audit because of a lack of funds. This was one expenditure that the boards felt could be omitted. With the increased assistance of the various states in financing the local schools, and with increased funds coming from the Federal Government for various special educational functions, school administrators will no doubt turn to a practice of annual auditing of the financial records.

There are three kinds of public audits which may be made of school financial records. They are the detailed audits, the balance-sheet audit, and the examination. The detailed audit starts at a certain time known as the "cutting off point" and covers the verification of all transactions up to another "cutting off point." The period may vary as to length of time. Normally, the period of time should cover the fiscal school year. This method of auditing is largely a matter of routine in that every transaction is subjected to verification.

The balance-sheet audit does not contemplate the verification of all transactions over a given period of time; it involves rather the verification of financial conditions as of a given date, which should be at the close of the fiscal school year. This form of an audit is not so popular in school finances as in business. The auditor who makes a balance-sheet audit does not concern himself with the details of certifications of income and expenditures, but he does concern himself with the verification of the assets and liabilities at a given date. The schools are not so concerned with the certification because the balance sheet

is not so significant in school financial accounting.

The examination method of auditing is becoming more popular with business and no doubt will be a form of audit that will prove advantageous to the school administrators. This form of an audit does not verify each item of expenditure and receipts but relies more upon the test-check method. Test checking merely represents the application of statistical method. The statistician approaches the situation from what he terms "sampling." This is merely another application of the familiar straw vote we have seen used so much by newspapers in recent years. Business transactions are usually classified according to months, and the auditor makes some definite plan of checking a certain number of items in certain months. Of course, the greater the number of items checked the more reliable the results will be. The test-check is planned after a thorough study of the accounting system used.

The examination type of audit considers the consistency of the accounting methods and does sufficient test checking to verify accuracy. The examination type does not require the time as the detailed audit and is far more valuable than the balance-sheet audit. The one item considered very important to business concerns is the profit and loss statement. Naturally the profit and loss statement has no significance in school audits. The schools are not operated for profit and, since we cannot measure results of teaching in dollars and cents as business endeavor to measure their results, the profit and loss statement does not appear in the school audit.

### Reasons for Auditing

A number of reasons why business concerns have their accounts audited, are not prob-

<sup>1</sup>Superintendent of Schools, Columbia, Mo.

## and Building Repairs

blems of the schools. There are, however, some real reasons why school records should be audited annually. The reasons may be classified as the following:

1. To give assurance of the correctness of the financial statements.
2. To prevent fraud.
3. To detect fraud.
4. To check on the consistency of record keeping.
5. To protect the chief administrator.
6. To make the general public feel that honest management is being given to the schools.
7. To give unbiased information for public relations.
8. To secure professional services for improving accounting systems.

### Functions of the Audit

The functions of the school financial audit are closely linked with the reasons for making the audit. The functions of the audit should be considered in the light of the values derived from the audit. The modern school auditor must have a knowledge of school budgetary procedure, school financial records, school publicity and public relations, insurance, school cost, and other phases of school administration, if he is to be of the most service to the local school.

It is thought that the following should be the functions of the financial audit:

1. The audit should develop many financial facts into such form as to be useful to the administration for adoption, retention, or rejection of policies.
2. The check of expenditures should be made with reference to the budget. Very often audits are made without reference to it. The final report should give this comparison in detail. This procedure will improve the budgetary planning in the future. It is realized that the audit report is not available during the early stages of the budget preparation, but it may be used in the final adoption period. The audit of expenditures should be arranged in columnar array along with the proposed budget.
3. The audit should show in columnar array the actual receipts along with the anticipated receipts. This procedure assists in the predictions of revenue for the proposed budget. So often school administrators fail to see the significance of an accurate accounting of receipts.
4. No doubt, one of the main functions of the audit is to furnish financial facts for publicity purposes. This gives authentic data which the public will accept as true and accurate. Certain parts of the audit should be lifted out and published for special emphasis. The auditor should see that the report is written in such a style that parts may be published as presented. Some of the material presented in the manual audit will have to be interpreted to the local newspapers so that it will appear interesting and understandable to the lay public.
5. The annual audit should be in such form as to facilitate annual reporting to the state and federal governments.

6. The annual audit provides an excellent means for organization of financial facts about the local system for archival purposes.

7. The audit offers a means of checking all accounts against possible fraud or error of employees of the local school district.

8. The audit should help to improve accounting procedures by giving practical devices and accounting aids.

9. The audit serves as a basis for evaluating the entire school program. It gives an opportunity to make such studies as unit costs, complete analysis of the indebtedness, and complete analysis of the insurance program as well as the value of certain processes and procedures.

10. The audit should present a balance sheet which will show the net worth of all school property at the close of the fiscal year.

### Contents of Audit Report

The contents of the audit will vary with the legal requirements of the states and with the auditors. The report, however, should contain at least the following:

1. Letter of transmittal.
2. Comments and supporting data.
3. Statement of bonded indebtedness.
4. Report of insurance.
5. Balance sheet.

6. Statement of receipts and disbursements as to source and destination. (Where fund accounts are required by law a statement will need to be made for each fund.)

7. Exhibit of receipts, showing a comparison with anticipated revenue.

8. Exhibit of expenditures, showing a comparison with budget estimates.

9. Statement of the disposition of cash. (Division as to destination.)

10. Statement of each miscellaneous account.

The use of the audit made by a public accountant is of no little value to the school administrator in a public relations program. The administrator may publish reports from time to time, supply the newspapers with information pertaining to the financial management, but these will not satisfy the public like a statement made by an auditor as to the correctness of the accounts. It is natural that the citizens of any community or city should be interested in knowing whether or not the accounts are correct. The citizens are investing their money and entrusting it with the administration and are entitled to know whether or not their money is going to the cause of education. The only and best way to give the citizens the necessary confidence in the business administration of the schools is through the use of public auditors for making an annual audit of all financial records.

## Continuous Building Repairs

J. C. Davies<sup>1</sup>

School buildings, like all material things, deteriorate with age. Unless they are kept in repair from year to year, they soon become unsightly and unfit for use. During the years of the great depression when most school districts were compelled to curtail operating expenses, buildings were neglected. Annual repairs could not be made, and buildings suffered accordingly. When the repair work was again undertaken it was found that the cost of putting the buildings back into good condition exceeded the accumulated normal expenditure for repair work of an equal number of years. Looking at the problem, then, simply from the point of view of invested capital, and thousands of dollars are invested in every community in school buildings, it is only using good business judgment to see that they are at all times kept in good repair. Then again, the people of every town look with pride on their school system. They have sacrificed much in their desire to have good school buildings, and they have a right to expect that their dream for the education of their children will come true. "When desire is coupled with expectation, hope is born." If this dream, this hope, is to be realized, the board of education must see to it that the condition of the school buildings is conducive

to an enhanced educational program which results in the well-being of the children.

In laying out a plan for keeping the school buildings in good condition several things must be kept in mind. First, and perhaps foremost, is a consideration for the health of the children. No amount of education can atone for undermined health. Someone must be forever on guard seeing that there is no breakdown of the heating apparatus, checking the water supply, watching for flaws in the ventilating system, seeing that the plumbing is working properly, and that the lighting arrangement is protecting the eyes of the boys and girls in the schools.

### Health and Safety of Children

Closely allied with the physical health is the mental health of the children. The plan for maintaining the building in proper condition must consider the fact that drab, hideous rooms and corridors have a depressing effect upon those who must live in them every day. It is essential that harmonious colors be chosen for the wall decorations in order that the children may live in pleasant surroundings, which will help them to be reasonably happy in their school life. Many people do not realize that all this has a definite influence on the character of schoolwork.

Another thing to remember in planning a program for the care of school property is

<sup>1</sup>Director of Research, Board of Education, School District 102, La Grange, Ill.



the physical safety of the boys and girls. In these days of hurry and of congested traffic, we are becoming more and more safety conscious. Safety programs are set up in the schools, and the communities have their safety committees. Boards of education are sensitive to the conditions which exist and have a feeling of responsibility. School buildings and grounds reflect this feeling in well-kept sidewalks, playground surfacing, safety treads on stairs, proper floor treatment, and in many other ways. To reduce the possibility of accidents is one of the major thoughts in the maintenance program of any school system.

Finally, the outside of the buildings and the landscaping call for their share of attention. No amount of indoor repair is satisfactory unless the exterior of the school building is maintained in perfect repair. Unless masonry is pointed up, flushing and drain pipes are kept up, leaky roofs are repaired, and the buildings painted, all indoor repairs are wasted.

It is, therefore, readily seen that this problem of upkeep of school buildings calls for a great deal more than a cursory inspection once a year by the chairman of the building committee of the board of education. It is an important problem that should command serious attention. It is one with which every board of education must deal. How can it best be handled? The large school system usually employs a superintendent of buildings who is commissioned to look after all the buildings. He is a man whose training and experience qualify him for this work. He inspects the buildings frequently, is familiar with the operation of the mechanical plants, and is keenly aware of building needs. He determines what repairs should be made, and, if funds are low, he must decide the work that *must* be done and that which may be delayed. He estimates the cost of the repair work and at the proper time submits it to the board for consideration in order that necessary funds may be provided in the budget. With this arrangement, school buildings are usually kept in good condition.

#### Committee Care of Schools

The smaller school districts cannot afford a superintendent of buildings so they must resort to other methods. These methods need not, however, be less efficient. But many boards of education still adhere to the old idea of standing committees. One of these committees is always assigned to the care of "buildings and grounds." The chairman of the building committee is sometimes *given* the authority to look after the repair work; sometimes he just *assumes* it. Now, this man may be a good businessman, a skilled doctor, or an efficient lawyer, but he may know little or nothing about the care and repair of school buildings. Moreover, the school-board members as a rule are busy men and do not have the time to look after the details of the repair work. It is not to be expected that they neglect their own business in order to check all the needed improvements of public property. But under this committee system they do the best that can be done with limited time and lack of training.

Usually the chairman with one or two members of his committee, if he can get them

together, makes a hurried inspection of the buildings and decides what repairs to make and what needed work must wait. He reports back to the board and is authorized to go ahead. He takes another hour from his own business to see workmen and let contracts. Under this arrangement there is very little, if any, inspection or supervision while the work is being done. The bills come in, the chairman puts his O.K. on them, and they are paid. The job is done. Is it satisfactory? Not always. Sometimes it has cost too much, and sometimes important work has been overlooked.

Then again, when there is no definite plan or policy to follow, favoritism may enter the picture. A story, interesting if true, is told about a rural school district which needed a new furnace. After much discussion, the board decided to replace the old furnace with a new heating unit. Here their difficulties began. One member wanted to purchase the new unit from a local firm; another member was just as anxious to patronize one of his friends. Since they could not agree, it was finally decided to buy one from each firm and put the two furnaces in the basement of the one-room building. This may be just a story, but it illustrates the point that extravagance or waste may result when the board is not committed to a definite plan or can hold no individual responsible.

#### Two Better Plans

In many of these smaller communities the repair work is handled efficiently and economically. One such place was a small city of about ten thousand population in the state of Minnesota. There were five school buildings, some of them at least 50 years old and out of date in many particulars. Yet these buildings were always in good repair, painted on the outside, and neat and well kept on the inside. The cost of keeping these buildings in good condition was probably as low, or lower than any similar buildings in the state. This was made possible because of a definite plan and the ability of one man in particular. This man was head of the custodial force. He had been on the job for many years, and for as many years he had organized all the janitors as a repair crew. During the summer vacation he would take this crew from building to building until the needed repair work was completed. These men could paint, repair the plumbing, do carpentry jobs, and fix most anything else that needed to be done. The only expense to the district was for materials. Of course, the superintendent of schools was in close touch with these men and their work at all times.

La Grange, Ill., is trying to solve this problem in a practical way. In the first place, the board of education abolished all standing committees. The responsibility for operating the schools is placed in the hands of the superintendent of schools, Mr. J. E. Pease. The superintendent is the chief executive officer of the board, and makes recommendations for whatever improvements he thinks necessary. The board adopts policies, authorizes expenditures in keeping with the adopted budget, and holds the superintendent responsible for the

results. This is true for all repair work as well as for educational plans. This seems to be a wise arrangement since the modern superintendent is trained to handle such problems. His education is no longer limited to subject-matter fields, organization of schools, and supervision of instruction, but he is trained in school finance, budget making, care of building and grounds, and practically every phase of public school business. He is, therefore, the logical man, not only because of his training and experience, but also because of the position which he holds, to be given the responsibility of looking after the care of school buildings. He is the one man connected with the system who is in a position to see the complete picture. If expert counsel is needed, he is authorized to employ it, but always keeping within the limits of the budget.

#### Outside Help Used

The present plan is simple but effective. At least once a year the state inspector of buildings is called in to check fire escapes and other means of safety. The local or state health officers are requested to come in and check from the standpoint of sanitation and health. The architect is consulted on any major changes or improvements in structure, as replacing a roof which is in need of repair. All work which calls for skilled labor, as extensive painting, electrical work, etc., is given to men of these trades. If such repair work is extensive, it is let on competitive bidding. All other work is done by the regular custodial force. Then the superintendent requests the custodians, teachers, and principals to carry on a continuous inspection of the buildings and report to him any repairs or improvements which they believe need attention. These reports are checked and, if there is no immediate need, the items recommended are put on the list for the summer work. Some things cannot wait until summer and are, of course, taken care of at once.

During the long summer vacation most of the repairs must be made, the buildings cleaned and redecorated, and the equipment renovated. For this purpose, the custodians and engineers from all buildings are organized as a repair and cleaning crew. These men work from building to building, cleaning, painting, varnishing, waxing floors, cleaning boilers, repairing other heating equipment, checking the plumbing, and all the other thousand and one things that must be done to put the buildings in shape for the opening of school in September. The work is divided according to the ability, training, and experience of the men. As these men are employed on annual contracts, there is no additional cost to the board of education. By working as a crew under the direction of the superintendent of schools they constitute an effective, economical, and satisfactory force for maintaining the buildings in excellent condition. With this group directly responsible to the superintendent and the superintendent accountable to the board of education, there is a definite check on the work. The responsibility cannot be shifted. And because of a definite plan always at work, the result is safe, sanitary, well-kept buildings.

# The Purchase and Distribution of Textbooks and Supplies C. H. Pygman<sup>1</sup>

While the purchase of teaching supplies is a relatively simple job and the outlay is a small part of the budget, the efficiency of an administrative and supervisory staff can be readily judged by the promptness and economy exercised in the discharge of this function. Under any modern program of education, the teacher requires materials in considerable variety and of suitable type and quality. Unless she is to be handicapped in doing her best work in the interests of the boys and girls, the teacher's requisitions form the basis of all planning and routine management of supplies.

It is quite possible for the superintendent to decide what supplies are to be used in the classroom. When, however, he does so without the initiative of the teacher and independent of her judgment, there is bound to be waste—both in the instruction and in the use of materials purchased. The unused equipment and supplies found in numerous schools are evidence of the waste of un-

conference in which the need, specifications, price, and amount are discussed.

## Taking the Annual Inventory

In April, each principal takes an inventory of the supplies on hand, estimates the amount that will be used by the end of the term, and places his order for the amount for the next year. At the same time, he offers comments as to the quality and use of the article. He may suggest a change, that an article be discontinued, or that a different brand be used.

The principal goes over his inventory and order with the person in charge of purchasing supplies, explains the purpose for increasing certain items, and suggests changes or discontinuances.

## Preparation for Bidding

The lists are compiled for the entire district, on forms for bidding, by different companies. This list, which includes complete specifica-

AMOUNT	NAME OF ITEM	ITEM PRICE	QUANTITY PRICE
12	Baskets, wastepaper - steel, green enamel finish, 14" high, 13" at top		
400	Blotters, desk - 19" x 24", brown or rust. Submit sample of color.		
60	Book supports, heavy tin - black enameled		
10 bxs.	Carbon, typewriting - must not smudge, make 4 clear carbons on 138 bond paper - 25 shts. to pkg., 4 pkg. to		
2 bxs.	Carbon, pencil - blue 8 1/2 x 11 100 shts. to box - permanent		

FIG. 2

Fig. 1. An inventory is the starting point for all school requisitions. Fig. 2. The central office makes a complete list of all articles to be purchased.

**FIG. 1**

**INVENTORY AND ORDER BLANK FOR INSTRUCTIONAL SUPPLIES**

DATE April 3, 1940 Greenfield SCHOOL  
ORDER FOR 1940-'41 Mr. Jones PRINCIPAL

Name of Supply	Amount Sent	Present Inventory	Will Use by June 1	Balance on Hand	Amount Needed	Comments as to Necessity, Quality, Quantity
Blotters, desk	50	10	10	0	50	Satisfactory
Correction fluid	2	0	0	0	2	Very unsatisfactory
Erasers, adjustable disk brush	2	0	0	0	2	Prefer pencil type
Key Tags, metal rim	50	0	0	0	100	Use a lot on key project
Sponges, blackboard	25	0	0	0	50	Satisfactory

democratic administrative procedures employed by school executives who fail to consult the teacher concerning teaching materials.

If the purchase and handling of supplies is to be done effectively, adequate records must be kept. These records must tell the amount on hand, the amount used last year, complete specifications of the articles, where they were ordered, and the lot price.

In Dist. No. 89, Maywood, Melrose Park, and Broadview, in Cook County, Ill., an adequate record system has been worked out. There are eight schools in this district with a total enrollment of 3800. A standard list of supplies has been set up and any item ordered which is not on this list calls for a

tions and alternates, is sent to several firms for bids. (Fig. 1, Inventory Blank.)

## Form for Bid Items and Prices

Gentlemen:

Please give us a bid on the following items for the Board of Education, School District 89, Maywood, Ill. All bids must be in our office not later than June 1. Wherever possible samples must be submitted with your bid.

Superintendent.

The bids are then compiled and the prices and samples are studied and the orders placed. (Fig. 2, Bids Submitted.)

## Checking and Distribution of Supplies

The year's supplies are received about the middle of July. All items are unpacked and

**FIG. 4**  
**TEACHER'S YEARLY SUPPLY RECORD**

Year 1939-1940 Teacher Miss Brown

Item	February	March	April	May	June
Blotters					
Cards, 8x5			10		70
Cards, 4x6					31
Chalk, whiteboard	3		3		46
Chalk, paper		1			3
Envelopes, money					20
Erasers, blackboard					4
Fasteners, brass					1
Ball-dog books					
File					1
Ink, hectograph					
Labels					
Outing					2
Pack, coast			2		11
Paper, cream manila					
Paper, cream-antic					
Paper, theme			1		4
Poster, gallon					
Paste, quart					3
Prosser		2			6
Prickpops					
Printers					
Permanol					
Blotter, teach					
Shaper, pencil					
Sponges, blackboard	1				2
Stamps					
Supplies, book					
Tag, key rings and					
Tags, transparent			2		5
Thumbtacks			1		1
Yardsticks					

FIG. 5

**SUPPLY SHIPPING RECORD**

Shipped to Greenfield School

Date August 15, 1939

NUMBER	ITEM
36	Desk Blotters
1	Eraser, Mineo. type
2	Calendar, daily desk
25	Carbon, Ditto #2 medium
100	Carbon, Ditto - Direct Process
25	Carbon, Type
25	Carbon, Pencil
350	Cards, ruled index 3 x 6
150	Cards, ruled index 4 x 6
250	Cards, unruled index 3 x 5
2	Chalk, white an-du-sentic
6	Chalk, Dorecliff-dustless
3	Chalk - Anti-dust
60	Clips-Ge
300	Child Accounting, Form 1
850	Child Accounting, Form 2

Shipping Clerk few Date Received \_\_\_\_\_

Checked by \_\_\_\_\_ Principal or Clerk

Fig. 4. A record card measuring 5 by 8 inches indicates exactly what each teacher has received from the storeroom. One side of the card is used for the months from September to January inclusive.

Fig. 5. The supply shipping record is made out in triplicate.

the shipping invoices are checked. When these tasks are completed, the process of getting the materials ready for shipment to the various schools begins. This is done from the record already compiled for the ordering. One check is placed after the number of each item when it is boxed for shipment to a school. The

\*X - B - Bid taken  
 - No bid taken  
 Name of Co. - No bid

FIG. 3

RECORD FOR ORDERING AND SHIPPING OF SUPPLIES 1939-1940

NAME OF SUPPLY	Lot Price	Inv. on Hand May 4, 39	Emerald		Greenfield		Irving		Linsell		Melrose Park		Rosedale		Stearns		Washington		No. Supplied	Int. Approved	
			39-40	40-41	39-40	40-41	39-40	40-41	39-40	40-41	39-40	40-41	39-40	40-41	39-40	40-41	39-40	40-41			
Basket, wastepaper	X 12	7	0	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	12	12
Basket, wire desk	X 3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
Blotter, desk	X 350	10	25	25	55	55	42	42	40	40	50	50	26	26	26	26	20	20	221	241	
Book ends	X 60	4	0	0	2	0	1	1	0	0	0	0	12	12	12	12	4	4	20	20	
Eraser, mimeo. type	X 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	2	

Fig. 3. A record of the orders and shipments provides the business manager with a clear picture of the entire supplies situation.

<sup>1</sup>Superintendent of Schools, Maywood, Ill.



second check is placed after the number when the shipping invoice is written. In this manner the work can be dropped or begun at any time, or taken over by a different person if necessary. (Fig. 3, Checking Supplies.)

The shipping invoices are typed in triplicate—white, pink, and yellow. The white copy remains in the central office, the pink and yellow copies are sent out with the supplies. All supplies are in place in the buildings at least 10 days before the opening of the school. The principal checks the supplies and invoice, receipts the pink copy and returns it to the central office. Then he distributes the supplies to the various classrooms so that each teacher unit is ready with necessary supplies on the opening day of school. He also keeps a record of supplies issued to each room. (Fig. 4, Shipping Invoices.)

The special-subject supervisors handle the distribution of their own supplies in a similar manner. (Fig. 6, Supervisor's Invoice.)

**FIG. 6**

**ART SUPPLY SHIPPING RECORD**

School Greenfield

Date August 15, 1939 Miss Brown  
(Teacher)

QUANTITY	ITEMS
25	Clayola - Terra Cotta
40	Crayolas #333
10	Freecol Color Refills - 1 of each-
	black, white, vermilion, green
	burnt sienna, red, peacock blue,
	medium yellow, yellow ochre, magenta

Shipping Clerk HMA Date Received 9-1-39  
Checked by M. B.

**FIG. 7**

**SUPPLY REQUISITION**

Principal Mr. Jones Date October 15, 1939  
School Greenfield

Code No.	Quantity	Item	Book Order Not Received	Dates of Book Orders	Number Received
5		Strips of cardboard for name plates			
20		Boxes small gold stars			
30		Boxes small blue stars			
15		Boxes small silver stars			
5		Boxes small red stars			
10		Boxes small green stars			
5		Boxes large gold stars			
4		Boxes large blue stars			

1. Will be shipped next week.  
2. Not on yearly order—conference.  
3. Not regularly furnished—conference.  
4. Is not furnished.  
5. Has been ordered—will ship as soon as it arrives.  
6. Should be on Art requisition.  
7. Should be on textbook-workbook requisition.  
8. Should be on Music requisition.  
9. Should be on janitorial supply requisition.  
10. Should be on work order.  
11. Over your quota—conference.  
12. Order not clear—Need more detailed description.  
13. Budget used up—no more orders.

Fig. 6. Special supplies are O.K'd by the subject supervisors.  
Fig. 7. The supply requisitions are issued as necessary.

**FIG. 8**

**OFFICE SUPPLY RECORD**

NAME OF ITEM Folders, Barlow

SCHOOL Greenfield

DATE	NUMBER RECEIVED	TOTAL TO DATE
8-15-39	20	20
11-8-39	10	30
12-1-39	5	35

the next school year. Therefore, weekly requisitions are sent in each Friday. All materials on hand are shipped out to the schools on Monday, and the supplies not on hand are ordered after a conference with the principal to justify the expenditure. No orders are accepted by telephone or during the week. This

Fig. 8. The office supply record enables the central office and the principals to keep tab on each item in the list.

Fig. 9. The textbook record prevents the accumulation of unused text and reference works.

**FIG. 9**

NAME OF TEXT	Office Inv.	On Hand	School Inventory Lost & Pd. For	Total	Classification Sept. '39	Over Supply	Books To Be Rebound	Balance On Hand	Order	ORDER FOR 1939-1940	INVENTORY OF C-1 BOOKS	SCHOOL
Reading												
Elson-Gray Pre-Primer	74	68	6	74	64	0	19	49	23			
Elson-Gray Primer	74	74	0	74	64	0	25	49	23			
Elson-Gray Book 1	74	73	1	74	64	0	9	64	8			
Elson-Gray Book 2	64	64	0	64	64	0	21	43	29			
Elson-Gray Book 3	75	75	0	75	64	0	13	62	0			
Elson-Gray Book 4	86	86	0	86	64	0	16	70	2			
Hides and Slides	53	50	3	53	64	0	0	50	17			
Here and There	52	52	0	52	64	0	0	52	15			
Day In and Day Out	74	74	0	74	64	0	0	74	0			
Round About	74	74	0	74	64	0	0	74	0			
Friendly Village	87	87	0	87	64	0	0	87	15			
Child Library Book 4	87	87	0	87	64	0	15	72	0			
FIM Reading and Living Middle Grades Book 2	83	83	0	83	71	0	5	78	1			
FIM Reading and Living Middle Grades Book 3	63	63	0	63	70	0	4	59	19			
Widdon Treasures Book 1	46	46	0	46	67	0	0	46	0			
Widdon Treasures Book 2	46	46	0	46	64	0	0	46	0			
Language												
Daily Life Lang. Bk. 1 Pt. 1	75	75	0	75	56	11	0	64	0			

### Use of Weekly Requisitions

The bulk of the year's supplies are ordered in the summer. However, no teacher or principal can be expected to foresee all the necessities for the school year. It is impossible to tell in April what projects teachers will undertake during

makes for better routine and necessitates longer time planning on the part of the teachers and principals. (Fig. 7, Weekly Supply Requisitions.)

These weekly supply requisitions are filled out in triplicate. The white one remains in the principal's office, and the pink and yellow ones are sent to the superintendent's office. When the requisition is filed, the pink slip is returned to the principal. The code numbers are used so that the principal will know the disposition of each item.

### Compiling Office Supply Record

The central office keeps a compiled list of all supplies sent to each school. All items are posted from the invoices to a permanent supply record book for each school. In this manner it can be ascertained if any school is using more than its quota, and the reason for this increased use. In some cases it is justified. In other cases it may be due to waste or carelessness in handling the supplies. (Fig. 8, Office Supply Record.)

### Free Textbook Inventory

Textbooks are handled like other supplies. At the close of school an inventory is taken giving the number of books on hand, the number sent in for rebinding, and the number needed according to enrollment. Each school is given a surplus of five copies for the storage shelves, so that each new entering pupil receives his books the morning he enters school. (Fig. 9, Textbook Inventory.)

### Preparation of Permanent Book Record

All shipping invoices of textbooks are posted to the permanent Book Inventory Record so that at all times the total number of any book

(Concluded on page 90)

## *A Summer Repair Problem*

### Termite Control in Schoolhouses

Victor P. Morey<sup>1</sup>

Reports of termite damage indicate that these insects are working their way into areas hitherto uninfested. Precautions in building construction and early recognition of the presence of termites will contribute greatly to their control.

Termites are commonly called white ants because they are whitish in color and live in colonies. However, they are not true ants but are related to the cockroach family. As a matter of fact ants are natural enemies of termites and will destroy them. A termite colony consists of one or more males, one or several queens, and a large number of workers and soldiers which do not have wings. For a short period of their lives the kings and queens have fully developed wings. In the spring and sometimes in the fall these winged termites leave their nests and fly off to establish new colonies. After the termites have reached a new location their wings break off.

The dry-wood termite makes its nest in wood and can gain entrance to the wood through cracks or breaks in the protective covering of the wood. Fortunately, this type of termite is found only along the Atlantic coast from Washington, D. C., south, and up the Pacific coast to northern California. The type of termite which does most damage to buildings in the United States is a species which dwells in the earth. The termite is a tropical or subtropical insect which is working its way from the South into the northern states.

The subterranean termites prefer the sandy soil of warm regions but are not averse to heavy clay soils. They live in the earth and in wood which is in contact with the earth. They feed upon wood which is in or on the ground. Sometimes they build tubes or covered runways from their galleries in the ground over wood, plaster, or cement to wood at higher levels. Termites usually enter the wood from the ground or from another piece of wood in contact with the ground. They feed within the cavity they gnaw out, always retaining intact an outer protective shell of undamaged wood. For this reason the damage may not be discovered until the wood is seriously weakened. In addition to eating the wood fiber it is believed that the termites carry fungi which hasten the decay of the wood.

#### Key to Termite Control

Unless the wood is damp or is kept wet by leaky pipes, the termites cannot live in it; if the passage back to the ground is closed, they will die after a time. These facts are the key to termite control.

Naturally the best way to control termites is to construct the building so that they cannot

enter it. Three things need to be kept in mind in this connection.

1. Wood properly treated with coal-tar creosote or equivalent preservative will give satisfactory protection against termites.

2. All wood not adequately treated should be kept away from contact with the ground.

3. In regions where there is considerable infestation, the foundations should be of solid masonry and a rust resistive metal strip should project horizontally an inch beyond the top of it. Basement floors and walls should have a covering of at least an inch of dense cement.

The presence of termites may be detected by three means:

1. As mentioned earlier the termites shun daylight, but they can be observed when they swarm in the spring. At that time only the winged males and queens leave the colony. They have white wings but their bodies are brown or black.

2. Sometimes the termites build little tubes of earth and wood along a wall to wood. Often they gain access to a building through cracks in the foundation.

3. Damaged wood may be found. Door casings may give way at a touch or the floor begins to sag.

#### Stopping Damage of Termites

When termites are known to be infesting a building, the problem is to stop damage, to repair weakened timbers, and to prevent the return of the insects. The most successful procedure is to replace the wood in or near the basement with concrete and to follow the same procedure as used in new construction. If the foundation walls are solid and any exposed earth under the building is sealed with one inch of dense concrete, the termites will soon disappear, for they cannot live without contact with the earth unless some other source of water is found.

Soil poisons are used to some extent, but cannot be recommended as a permanent remedy. The most promising of the soil poisons, according to Leaflet 101 of the United States Department of Agriculture, is a full strength of crude liquid orthodichlorobenzene. This liquid should be applied in trenches 30 inches deep (but not below the footing) close to the exterior foundation walls. Fill in to within 3 inches of top and repeat. The same treatment should be used along the interior of such walls adjoining any unexcavated areas at the rate of one gallon per 10 linear feet. It should also be applied about masonry pillars supporting the main structure or porches. All wood debris should be removed from near the foundation, and any shelter tubes over the foundation walls should be destroyed.

The cautions to be used with this poison are: (1) Do not let it come in contact with the face or hands. (2) Do not remain too long in a closed space subject to its fumes. (3) Do not put it close to plants.

A crystalline form of the chemical, paradichlorobenzene, may be scattered about where the termites are, and while not as effective as the liquid it will not injure plant life. Coal-tar creosote diluted with three parts of petroleum oil is also recommended by the United States Department of Agriculture.

Leaflet No. 101 of the Department of Agriculture further states: "No control worth while by fumigation or spraying has proved to be possible, and spraying, even if applied under strong pressure at borings made at occasional points in eaten timbers, is unsatisfactory."

The risk of sudden collapse from termite injury in a fairly well-constructed building is relatively slight. However, the discovery of the presence of termites in a building indicates the desirability of learning the extent of the damage. If widespread injury is discovered the wise course is replacement with cement or with wood which has been chemically treated.

#### THE SCHOOLS ARE DIFFERENT

Prof. Lee M. Thurston, of the University of Pittsburgh, who spoke on "The Professionalization of School-Business Management," at the recent convention of School-Business Managers in Detroit, told a story which well illustrates the high civic quality of school departments. It appears that in a suburb of Detroit, notorious for the questionable political character of its city government, one of "the boys" decided that the schools would offer an opportunity for a political career.

Accordingly, he ran for office and was duly elected a member of the school board. After he had been a member for six months, he called upon the superintendent of schools and told him that he expected to resign. He said that he had recently called on a local businessman who had received several good orders from the schools and had suggested that he, as a member of the board, could assure a continuance of these orders provided it be made worth while for the new member.

The businessman, he said, laughed at him and suggested that the school board did not do business like that and that no business house depends upon graft for getting school orders.

The new member then called upon a second businessman, only to be received with a sneer and the remark, "Don't waste your time on this sort of thing. The executives at the school-board offices are on the square and can't be influenced by any crooked fellow like yourself."

The new board member rightly concluded that there was no political opportunity for him in an organization where "the boys" were not properly taken care of.

It is to the great credit of school boards and their executives that school business is almost universally conducted on the basis of merit and honesty.

<sup>1</sup> Lincoln, Neb.



## *Fencing and Painting*

### Fence Finds New Functions, Solves Several School Problems

F. A. Lewis

Fence has long been recognized as an effective means of protecting children on school property from the hazards of the street, trespassers, peddlers, stray animals, etc. However, school administrators have found that carefully planned and properly built fences are valuable not only for the sake of safety but as a disciplinary aid and for the orderly conduct of athletic contests.

In the administration of both grammar and high schools the use of sturdy, tamperproof fencing might be considered a help in preventing students from forming bad habits of disrespect for property. Strategically located fences simplify problems of supervision and increase the efficiency of recreational facilities of all kinds. Moreover, equipment materials and the like when so desired can be separated from the pupil population to good advantage.

In modern high schools where athletics now assume college and university proportions, fencing is of decided economic importance. The orderly control of crowds is necessary especially at night games. Fence is not only a means of preventing gate crashing. Losses from this are but insignificant compared to the dollars brought in by added admission fees of people who are willing to pay for a good show provided they can enter, watch, and leave without undue inconvenience. Americans are attracted by affairs that run smoothly and according to schedule. They often credit the performance with the good impression received from the incidentals of the management.

Property protection is, of course, a fundamental function of fence. Considering the losses that a school can sustain through vandalism, adequate fencing with strong gates locked at night is a mighty good investment.

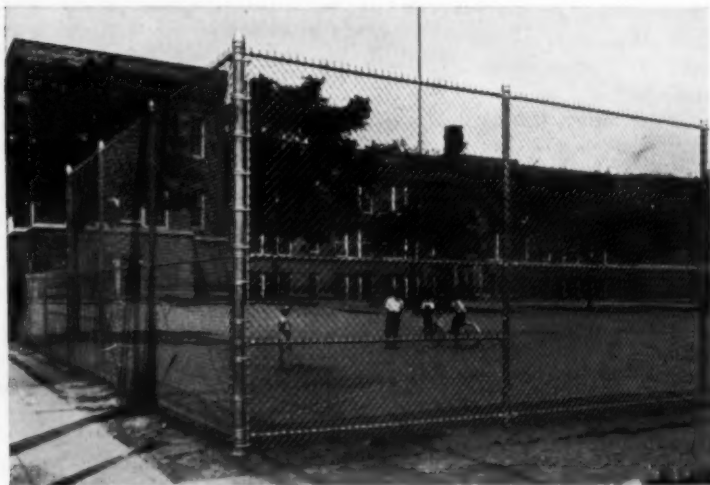
For school purposes, the accepted type of

fence is chainlike. Made by several qualified manufacturers it has been improved in materials, appearance, and accessories by the spur of competition. An example of this progress

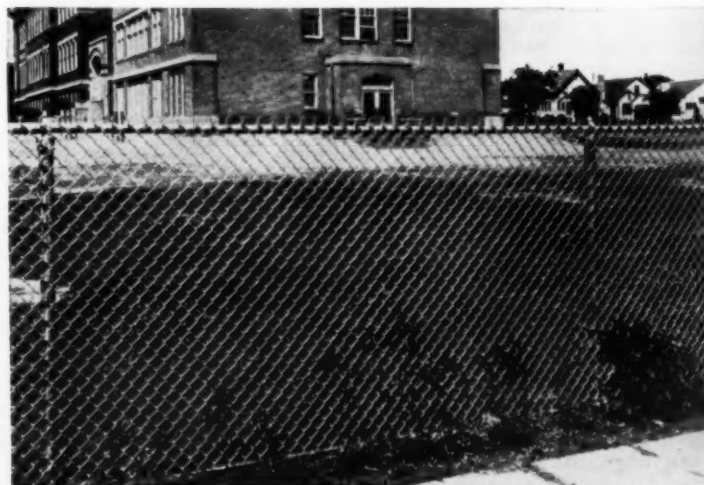
is the process of weaving chainlike fence from steel wire containing small amounts of nickel, copper, and chromium. This is not a costly stainless steel, yet the small amount of alloying, apart from the zinc coating designed to resist rust and corrosion by atmospheric acids, adds greatly to the stability of the wire itself. The engineering service provided by several of the major producers is most important. If so desired an entire job—planning, detailed designing, and finished installation—can be purchased at a contract price, the company assuming complete responsibility. Some of the chainlike fence makers will also furnish expert supervision for installation by local labor.



*Protection of child and property is the primary function of fences.*



*The high backstop is ideal for baseball.*



*Maintenance is at a minimum with the new rustless fences.*

## Are Summer Enterprises

### An Elementary School Painted for Children Arthur E. Erickson<sup>1</sup>

In Ironwood we enjoy a very long winter season, with much snow, and a very considerable number of days with little or no sunlight. This causes the average classroom in our buildings to seem even more drab and dark than usual. Obviously, the thing to do with a painting project would be to bring some artificial sun and sky into the classrooms to relieve the monotony. We have done this at Ironwood Central Grade School in a recent painting project through the use of a great variety of colors in pastel shades. The sun has been brought into the building with large areas of a brilliant canary yellow, especially in the entrances and corridors. The blue of the sky has been placed in a number of rooms and the school office through walls of a brilliant turquoise blue. By means of these and other colors, in combination, much of the grayness of a long, hard winter has been overcome within the building and the classrooms. When the sun does come out among the trees and brightens the abundant snow, it multiplies and magnifies the effects of the colors within the building.

Our Central Grade School is a large building. Although modern in all respects it is our oldest building now in use and hence was the best example to choose for an unusual painting scheme. The building has larger rooms than usual today, with deep-set windows, and the classrooms make a display and contrast of vivid colors very effective. The corridors are long and very wide, but lack sufficient natural light especially on the first and second floors. On the third floor is an auditorium and stage, and this room has adequate natural light.

To bring the sun effect into the building, large areas were painted a brilliant canary yellow. We all know that the greatest light comes from the sun, and it was thought that the use of yellow in a bright hue and over large areas in certain classrooms, halls, and entrance wells, would bring the effect of sunshine inside otherwise rather dark areas. There is no other color that has the cheer-giving qualities of a brilliant yellow. It will harmonize with any color scheme and will introduce into the scheme the qualities of light, cheer, buoyancy, and life. It is the gayest of all colors. It makes a more clean appearance than any other color when put on light and bright.

We all know that one of the worst forms of punishment is an absence of color, so the painting of a school building should be colorful—a reward rather than a punishment. After all children are confined in a school building for a considerable amount of time each day. Our aim should be to make the daily school hours just as cheerful as possible.

<sup>1</sup>Superintendent of Schools, Ironwood, Mich.

not only by progressive methods of instruction but through the beauty of the surroundings in which the children work.

#### Values of Bright Colors

We also know that colors can affect the mood of an individual, and this is especially true of children. Color therapy has been used with remarkable success in the treatment of nervous disorders. It is then reasonable to assume that bright colors will be of benefit to all children but especially to the type which needs stimulation and encouragement.

In some rooms of the Central School, where there would naturally be much more sun than in others, cool colors such as turquoise blue have been allowed to predominate. These colors were used as a quieting influence. In rooms where there is less natural sunshine and in the corridors, warm colors giving a warm, cheerful, comforting effect have been applied. In the cloakrooms opening off of the corridors a salmon color was used as a contrast to the canary yellow. One of our greatest enjoyments of color comes from contrast, and this fact has been made use of throughout the building. The salmon color as used in the bases of all the classrooms and in the cloakrooms, the washrooms, and the basement corridors is stimulating, almost exciting. The effect is modified by placing the salmon in contrast with other colors containing less depth of tone.

It should be noted that when an elementary school is painted, the job is being done for children. They will make up the vast majority of those using the building. The tendency in color selection has been to consider only the likes and dislikes of adults. This fact was brought out repeatedly as the painting of the Central School was being done. Adults viewing part of the job didn't like it, giving as reasons that the colors were too bright and the contrasts too striking. The psychology of children was not considered in these criticisms. Children prefer the strongest, brightest colors, and they enjoy diametrically opposite contrast of color. The best proof of this is the delighted reaction of the children themselves since the job has been completed. Typical is the statement of several: "We are happier now in our room, so full of bright colors."

In painting we mixed our own materials. The best grade of white lead, oils, and pigments was purchased, and the painters in charge were able to experiment until they met the exact prescription of the color cards furnished for them by the artists who worked out the color scheme.

#### Ceilings Are Light

In all rooms and corridors the ceilings were painted white. This was done because of the

maximum reflection of light required for the lighting fixtures. To give life to even the ceilings a slight amount of vermilion was mixed with the white paint. In each room the ceiling color goes down to the picture molding. The picture molding itself is painted the same color as the walls.

All metal ventilator grills are painted the same color as the walls. All ventilator shafts behind the grills are painted the same color as the wall. All wrought-iron grill work on the stairways was painted a chrome color. For all classrooms the base, for about two feet high, was painted a salmon color, using a shade blending best with the rest of the wall.

The basement hallway was painted a rather intense and deep salmon color. It was felt that due to the darkness of this corridor, the color of the wall even if painted white would not reflect enough light to be of any significance. For this reason a rich warm color, creating a feeling of warmth and cheerfulness, would be preferable to a light reflecting agent.

The second-floor hallway was painted a light lemon yellow. This same color was used for the east, north, and west entrances of the building, as well as the stairways entering to the second and third floor and the third-floor hallway. Wherever colors join together, an orange chrome stripe was used to make the division. Corridors and cloakrooms opening into the second-floor hallway were painted the same color.

Four basement classrooms—they are above grade—were painted the lemon-yellow color. Wainscoting in these rooms is a deep salmon. Plaster interiors of cupboards opening into these rooms were also painted in a salmon color. Two small recreation rooms on this floor were painted a peach color, with a salmon base. The walls in the girls' and boys' lavatories on the basement floor were painted a deep salmon.

On the second floor, in certain rooms having relatively less light, the yellow was again used, with the salmon base. The result is that these rooms are as cheerful and light as possible. Two rooms which have a great amount of natural light (being on the corners), were painted a turquoise blue. A cool color is better here.

#### Children's Preferences for Color

The office on the second floor has been painted in another hue of turquoise blue. The artists who suggested these color combinations make this statement in regard to the office: "This color is really quite deep and intense, but we feel that if you have enough courage the office room, when complete, will become the most successful and outstanding room in the building." It is.

Four rooms on this second floor were painted a peach color. Corridors and cloakrooms opening into the hallway were painted contrasting shades of salmon, light above and dark below.

On the third floor, four of the rooms were painted in a light tint of peach and two in



## Checking the Heating Plant

a somewhat darker shade of this same color. Two more corner rooms were painted in a still darker peach. In the auditorium, contrasting colors of the peach tint were used, very light above and a darker shade below, verging on the light salmon.

The above description has been taken from the notes furnished by Mr. Aarre Lahti. Mr. and Mrs. Lahti, both graduates of the Chicago Art Institute, spent several days in this school making out the color schemes for all the rooms and corridors. It was thought that artists who really understood colors and who had a considerable knowledge of child psychology would be the proper people to make the color recommendations. Mr. Lahti was at the time Director of Handicraft of WPA for the Upper Peninsula of Michigan, and was able to give his time as part of the service this department furnishes to the schools. Needless to say most of the credit for the fine achievement is due to Mr. and Mrs. Lahti.

On the other hand, the work would never have been carried through without the co-operation and interest of the painters. Ordinarily it is hard to convince painters in the matters of color combinations and most of them are traditional in their outlook. The men on our project, although dubious at first, were willing to try, and it was not long before they realized the beautiful effects they were creating. When completed every one of the painters insisted that this new treatment of a school building was a revelation to them and one of the most worth-while things they had done.

A project of this sort illustrates the educational possibilities of maintenance work. A superintendent of schools with a knowledge of education and the business aspects of maintenance can combine efforts to create conditions which make schoolwork more pleasant and effective for both teachers and students.

repair, if any, is noted and measured. We have a standard list of packing, gaskets, etc., and our inspection has covered pump valves and many other items, including covering for pipes, paint for boilers, and all items for work in this plant have been agreed upon, including floors, roof, furniture, shades, sash, and painting.

Our list is made up by items and priced and coded by account, which gives us a budget and work plan. We work from this list, assigning the work to shop, custodian, or contract. The estimated cost is high in most cases and allows some leeway for unexpected additional work. Each item is material *only* where done by our men and includes labor *and* material where marked "Contract," except paint materials, which we furnish. Several sheets are made for each school, and several folios containing all schools are made from these for use of the superintendent of school buildings, the master plumber, and the supervising engineer. Each building custodian has a copy of the sheet affecting his own building. The estimated cost is removed from all but the office copy and that of the superintendent. A typical work sheet for one of the larger schools last summer is shown. The Cannon School budget this year will be about \$250 as against the \$1,505 on last year's sheet.

As near as possible men stay in their own buildings, trading work with others in their nearest vicinity when necessary. The shop gang and roof gang are recruited from the high school boiler room and night-service employees. Two manual-arts instructors are given work during the summer, and some few others are brought in when the need arises. Practically all mechanical work is done by our mechanics with the man in each building helping and learning to help himself.

And so it goes ever onward, as the March of Time.

## Inspecting and Scheduling Repairs to Heating Plants Don E. McGrath<sup>1</sup>

Naturally we know the weakness of the individual school heating plant through yearly experience. If proper records have been kept, the age of the boiler shell, tubes, grates, piping, radiation, traps, etc., are known, as well as the normal fuel consumption. If tubes or boilers are to be replaced, this should be known far in advance and should come as planned because of the age of the boiler. Then, too, if we are good managers, we have planned in certain plants to show definite savings by modernizing or improving the system of distribution, firing, traps and returns, and this is done automatically when money is available and is usually a definite program.

So we come to the inspection for year to year maintenance and care. This cannot be done except at the end of the season. The custodian or engineer in each plant, as soon as he is sure the heating season is past, follows his "Rules Manual" in the routine preparation of boilers:

"Clean thoroughly all surfaces, including firebox, grates, tubes, breeching, and remove fly ash from stack base.

"Brush surfaces of steel firebox or refractory linings.

"Drain water, remove manhole and hand-hole covers, and thoroughly clean all scale and interior surfaces, being very sure of the spaces around mud ring, water legs, and throat sheets.

"Clean all soot and ash away from grate carrier and clean all fused or hard clinkers between the fingers of grates.

"Leave boiler open for air circulation during summer, closing only at the start of next season."

He is now ready for the inspection by the supervising engineer or superintendent of buildings. Badly warped grates are scheduled for replacement. If he has used more coal

than he should, we are doubly particular in checking for scale or bad interior condition. After the boiler, we inspect returns. Each man has a list of things he has noted during the season, such as a radiator that is slower than others, those that stay hot after controls have closed, and any other unusual operating factor. Each is checked and the list of work for that building is completed. Refractory

### REPAIR WORK SHEET FOR THE CANNON SCHOOL, 1940

	Acct. No.	Estimated Cost
Replace 8 valves and springs, Water-end Burnham Pump, 7-4½-10, No. 132229 Union Steam Pump Co., Battle Creek, Mich.	Shop 403 H	\$ 25.00
Radiator leaks (2 nipples teachers' rest room) (1 nipple east landing) (1 section boys' toilet)	Shop 403 H	12.00
Repair water leaks, 1 basement, 1 first floor drinking fountains	Shop 403 P	2.00
Replace or repair blowdown valves from water columns	Shop 403 H	12.00
Check up reason for back pressure of steam from blowdown well to wash basin on stage dressing room	Shop 403 H	10.00
Retube boilers	Contract 403 H	850.00
Miscellaneous heat repairs	Shop 403 H	89.00
Bells for repair, 3, send to Schwarz Electric Co., Adrian, Michigan	Shop 403 L	15.00
Install 2 lights, front stage ceiling, 2 lights in rear corners, back of cyclorama, rearrange switch panel, wall plugs and library lights first and second floor	Contract 403 L	60.00
Repair 4 sash and repair office steps	Shop 402	30.00
Caulk above windows	Custodian 402	20.00
Repaint all outside sash, doors, and trim	Contract 402	225.00
20 window shades	Custodian 402	60.00
Roof leak over south side of auditorium	Roof Gang 402	10.00
5 door stops (push down)	Shop 402	5.00
Replace drape tracks on south side of auditorium	Shop 402	20.00
Floor material	Custodian 402	60.00
		<b>\$1,505.00</b>

<sup>1</sup>Superintendent of School Buildings, Danville, Ill.

## Blackboards Are Essential Teaching Aids

### "Please Copy from the Board"

Edwin J. Brown and Myron A. Fields<sup>1</sup>

"No better training in the democracy of learning can be furnished our school children than the give-and-take criticism afforded by the proper use of a blackboard." In such manner did Fletcher B. Dresslar speak almost 30 years ago. Today in 1941 the blackboard is still in general use in the schoolrooms of the country, but there is reason to believe that it plays a much different if not less important role in American education than it did when Dresslar wrote.

Horace Mann, writing in his report on European schools in 1843, comments: "The blackboard is a universal appendage to the schoolroom, and is much more used [meaning Europe] than it is with us. Indeed, in no state or country have I ever seen a good school without a blackboard or a successful teacher who did not use it frequently." Mann comments further that the general use of the blackboard was greater in Germany than in any other country he had visited.

While blackboards were not generally accepted in this country until the middle of the past century, they were in use and an occasional reference is found to them prior to that time. One of the earliest references is in an old arithmetic published in 1809. In the *Documentary History of North Carolina Schools and Academies, 1790-1840*, there are two references made to blackboards and their use. One observer is reported as saying: "To see young boys, not more than ten or twelve years of age, before the Black Board, solving statements in interest and 'The Rule of Three,' with the readiness and accuracy of a skilled accountant, was what I have never seen; nor indeed, had I not witnessed it at the present examination, could I have believed it possible." W. F. Credle, who makes the above-quoted report,<sup>2</sup> also reports the following comment by an official visitor to the Asheboro Academy, "She does not use the *Blackboard* teaching Arithmetic, the only material defect I observed or heard of in the management of the school. It is the best method of teaching arithmetic."

#### Early Types of Blackboards

Probably one of the earliest, if not the earliest, type of blackboard was just what the name implies: boards painted black. Commonly, at least not infrequently in rural schools, they were two 12-inch boards placed edge to edge running completely around the room except for window and door openings. The boards were painted a soft black and were fairly good blackboards if washed daily. They took the poor chalk of the time very well, but were smeary when erased.

Another type of blackboard in use earlier and reported to one of the writers by his grandmother was that made by painting black

a portion of the plastered wall of the schoolroom which had been given a hard finish. This was probably the poorest from the viewpoint of efficiency that is now known. The plastering was frequently rough and uneven which tended to produce high lights. Again the plaster had a decided tendency to draw moisture which made for difficulty in writing and in erasing. Schools using this cheap type of board were commonly poorly constructed, and when the consequent settling took place the black paint would peel from the plastered wall. The hard finish chipped easily also and older buildings had little space that was not cracked or chipped.

One of the earlier type of commercial blackboards was that represented by a pressed paper composition which was given a black dressing. This when placed on a brick or other solid wall with little exposure to moisture from the rear served fairly well. When placed in a frame building there was a strong tendency for the board to warp. This board, much improved upon, is still in use to a considerable extent. Inexpensiveness and ease of shipping and installation have made for its popularity.

The use of slate as a blackboard material brought forth a new era in blackboards and their use. No longer was it necessary to repaint annually the board surface as was the case with most of the earlier pine or "composition" boards. The only attention needed for a good slate board was a thorough cleaning as the need arose.

Just when slate first came into general use for blackboards the writers have found difficult to determine; probably sometime in the final 30 years of the past century. It is needless to state the advantages of the slate board over those previously in use. It presented an excellent writing surface; it wore well; it rarely cracked if reasonably well installed; and it made an excellent appearance as a metal binder neatly covered the joints where two slabs of slate were butted together.

The latest development in the field of blackboard materials has been in the use of glass. Europe has used this substance more commonly than has this country, and frosted glass using red and green as coloring is not uncommon. These two shades offer positive colors for children to look at.

Up to the present time the major drawback to glass is its cost, that is in America. Should the present supply of slate be diminished to a dangerous extent, as there is some evidence it will be, glass will likely be the replacement material which will become prominent.

#### Height and Width

"Among the thousand and one problems and queries which confront the school architect and administrator in planning schools judiciously and economically are those concerning

blackboards, their placement, widths, heights, etc." Thus wrote H. W. Schmidt.<sup>3</sup> For approximately a century blackboards have had a prominent place among schoolroom accessories and have held a prominent place in building construction. No one ever questioned whether there was too much blackboard space in a classroom. There couldn't be too much! E. T. Fairchild, state superintendent of public instruction in Kansas, stated in 1911, "A classroom cannot have too much blackboard space. An abundance of blackboard space is necessary to every schoolroom. Where the appropriation will allow, all available space should be occupied [by blackboards]."

#### Blackboards in a Kansas City

Because they wished to be able to recommend intelligently regarding the amount of blackboard needed, the height from the floor, and the most economical widths for various grade levels commensurate with the most efficient usage, for classes in school administration, the authors surveyed the blackboard situation in the public schools in Emporia, Kans. The population approximates fifteen thousand. Hearty cooperation was given by the teaching staff and by Superintendent Marvin Richards. Fifty-one rooms were surveyed and the handwriting of 718 pupils was recorded. Grades I to VI only were considered. No sampling was used, every child in each room being measured carefully. No distinction was made between A and B groups in a classroom as there was an insignificant difference in height between pupils of the two half grades. It was found that in several rooms the chalk rail was too high to obtain the lowest convenient writing point for the children and a portable board was introduced to secure these measurements.

#### How Children Were Measured

The children were told to write only their first names—three times. First, as high as they could write with readable clarity without standing on their toes; second, to write the name again even with the eyes, this being the most desirable writing position at a blackboard; and third, to write the name as low as possible without bending the knees or bending over by moving back from the board. As has been said reasonable clarity was demanded in each case. Any pupil found to be writing too high or too low for ease or clarity was told to write lower or to raise the writing to a place which was physically comfortable. Three pupils were measured at a time and any youngster found standing on tiptoe or writing so low as to make necessary bending the knees, was told to erase the name and write again. When each group of three had finished, the heights at which they had written were carefully measured. No fractions of inches were counted, the nearest inch being recorded. In the case of the "low" and "middle" writing the inch marking which fell nearest the lowest portion of the word was recorded, while for the "high" word the marking nearest the highest point of the word was noted.

#### Variation in New and Old Buildings

The investigators found considerable variation in the height of the chalk rail from the

<sup>1</sup>Kansas State Teachers College, Emporia, Kans.

<sup>2</sup>"You May Go to the Board," *Nation's Schools*, February, 1936.

<sup>3</sup>"Blackboards: Their Height and Width," *AMERICAN SCHOOL BOARD JOURNAL*, September, 1930.



floor and in the width (vertical) of the boards in new buildings and in those which were more than 20 years old. The height of the chalk rail from the floor varied only two inches in the older buildings between grades I to VI inclusive. The figures were as follows: Grade I, 29.25 in.; Grade II, 30.80 in.; Grade III, 30.50 in.; Grade IV, 30.75 in.; Grade V, 31.20 in.; and, Grade VI, 30.75 in. As may be noted the variation is approximately two inches for Grades I and V, but for some unexplainable reason the builders dropped the blackboards on the average one inch nearer the floor for the Sixth Grade than for the presumably younger pupils in the Fifth Grade.

The new buildings in the city (Emporia), however, recognize definitely and apparently with some scientific basis a progressive variation in the height of boards from the floor with the age of the pupils. For the first grade of the Emporia public schools the mean height of the chalk rail from the floor is 25.75 in. For the second grade it is 26.50 in. For the third grade, 30.50 in. For the fourth grade, 32 in. For the fifth grade, 32.50 in., and for the sixth grade, 32.50 in.

In width the blackboards in the older buildings were either 43.50 in. or 43.20 in. Means only are recorded. The new buildings vary from 39.75 in. in the first grade to 42 in. in the sixth.

#### Median Heights at Which Emporia School Children Write

In recording the heights at which children write (from the floor) there is found to be, as would be expected, less variation with grade level when the pupil is writing at the lowest comfortable place than at any other. The median height at which first graders write when told to write "high" but not to stand on tip-toe is for this particular school system 56.77 in. The median for the "middle" writing is 41.25 in., and the median for the "low" writing is 26.29 in. When told to write their full names with no reference made as to where on the board, Emporia first graders wrote at 41 in. more frequently than at any other height.

*Second graders* are "high" at 58.30 in., "middle" at 44.93 in., and "low" at 25.34 in. The mode for "comfort" writing for second graders is 45 in.

*Third graders* are "high" at 63.21 in., "middle" at 48.33 in., and "low" at 26.34 in. The mode for "comfort" writing for this grade is 49 in.

*Fourth graders* are "high" at 65.71 in., "middle" at 49.83 in., and "low" at 28.24 in. The mode for "comfort" writing is 50 in.

*Fifth graders* in the Emporia (Kans.) schools write "high" at 68.82 in., the median for "write even with your eyes" is 51.95 in., and this grade writes "low" at 26.76 in. The mode for writing "where you please" is 51 in.

*Sixth graders* write "high" at 70.56 in., "middle" at 54.03 in., and "low" at 28.91 in. The mode for sixth-grade writing when the child is told to write his name on the blackboard without instruction as to where, is 55 in. The median is the measure of central tendency used in all of the figures above except where the mode is mentioned.

When attention is called to the fact that the median height of the chalk rail from the floor for both the older buildings and the newer ones in the six grades is approximately 31 in., and that the median height for the six grades for "low" writing is approximately 27 in., there is reason to believe that as far as height—from the floor—goes, the boards are not far from where they should be.

#### How Wide Need Boards Be?

There can be little doubt that for years boards of education have been unconsciously wasting money by installing much more blackboard area in a room than can well be used. To blame them for this, however, is inconsistent when educators and architects make the recommendations as to most desirable dimensions and areas.

The maximum vertical width of blackboards necessary to satisfy the highest and lowest requirements for the children measured in the Emporia, Kans., schools is as follows: For the 1st grade the range between "high" and "low" writing is 29.48 in.; hence a 30-in. board would be entirely adequate. For the second grade the difference between the lowest comfortable writing and the highest (using medians) is 33.40 in. Hence a 34-in. board would do the trick nicely. Since the third grade writes "high" at 63.21 in. and "low" at 26.34 in., the range is 36.87 in. A 36-in. board would function well. The fourth grade range is 37.47 in., which would be satisfied by a board of 38 in. The fifth-grade range of usefulness is approximately 42 in. and the same holds true for the sixth graders. Considering everything a 34- or 36-in. board would suffice.

The investigators found, however, when measuring the boards in the buildings occupied by the first six grades in the Emporia (Kans.) schools that 43.50 in. is a standard width for the older buildings. The newer buildings vary from 39.75 in. in the first grade (medians) to 42 in. in the sixth grade. It is evident that for the first three grades the older buildings are wasting almost a foot of each board. When the linear feet of blackboard is considered in total, it is evident that the waste is not inconsiderable. The newer buildings are, as far as the physical ability of the children to use the board is concerned, not nearly as wasteful.

For years blackboards of too great a width for economy have appeared in schoolrooms. Recent studies rarely recommend boards of more than 42-in. width for the sixth grade, but earlier studies (1905, 1915) recommended as high as 48 in. In gathering data for this study it was found that but four first-grade children in the city schools of Emporia, Kans., had a writing range of 42 in., and that but six children in the sixth grade had a writing range of over 50 in. Obviously such children were much overage for the grade in which they were found. The conclusion seems justified that a board of more than 30 in. for the first grade and of more than 42 in. for the sixth grade is merely an unnecessary expenditure. In one first-grade room in an older building all of the boards were 48 in. It was estimated that the saving in this room alone by reducing to 30 in., would have been 101 sq. ft. of blackboard, holding the linear footage where it was. This would have been a saving in this one room of about \$30 for the cheaper grade of blackboard material and of more than \$40 for the better material. This much saved in each room on wall blackboard and spent judiciously on the newer swinging-leaf boards, which are decidedly efficient, should mean a much greater blackboard efficiency at little greater cost.

#### Advantages and Disadvantages of Various Blackboards

**Slate:** The slate board is easy to install; is available in several grades; makes for few repair bills; is nonabsorbent; will not warp;

is easily cleaned; wears well; does not scale or peel; has no dust pockets; presents an even writing surface, and is available in either green or black.

The disadvantages (if such they can be called) of the slate board are: the slate is brittle and breaks easily if dropped; it is comparatively heavy in weight; is rather expensive to ship; is difficult to cut (locally); is rather hard to joint neatly; and if in a wall, board absorbs much light.

**Composition:** The composition board is economical; it is available in either green or black; is easily cleaned; is comparatively easy to resurface; in better grades does not absorb moisture; is not noisy; can be cut fairly easily; lends itself well to color experimentation, and is light in weight.

The newer composition board made of some form of pressed wood, fiberwood, or a high grade of pressed paper, covered with a very thin veneer of natural slate is an attempt to produce a cheaper, marketable substitute for slate.

When slate-covered, the composition board (in the writers' limited experience) cracks easily; will not wear as well as slate; is more easily marred or damaged; and tends to peel or scale if once cracked or broken.

**Glass:** Glass boards present a very smooth writing surface; are easily cleaned; do not absorb grease or oils; may be frosted in positive colors; present an even surface; are easily jointed, and do not scale or peel.

At present glass boards are expensive; are comparatively easily broken; are expensive to ship, and are rather hard to cut when necessary to fit to any but standard size space.

**Slate Cloth:** Slate cloth can be rolled up and put away so that material placed on board may be saved for future reference.

The slate cloth is hard to clean; is not an excellent writing surface; checks easily, and all in all is but a substitute for a blackboard.

**Swinging Boards:** The swinging board, featured to a considerable extent by the best school-supply houses, offers advantages due largely to adaptability rather than to superiority in manufacture. The swinging board presents a large area of writing surface in a minimum amount of space; notes placed on board (as with the slate cloth) may be more certainly preserved if desired; individual leaves may be detached; the boards are most easy to clean; and the amount of light absorbed in a room is reduced to a minimum.

The principal disadvantages the writers found (having only limited experience with the swinging board) were in the board being difficult to write upon as the surfaces are not permanently fixed; that less writing surface is available at any one time for a number of pupils, and that the boards, while most desirable as auxiliary devices, are not usually, for most classrooms, a good substitute for the older wall boards. Every modern classroom needs one or more of the swinging boards to supplement wall boards.

**Reversible Boards:** The reversible board is movable; presents a double writing surface; is easily cleaned; is available in various sizes. It is heavy when made of slate; takes up floor space; is subject to being upset and broken; is not permanently fixed so that writing is somewhat difficult, and the writing surface exposed at one time is comparatively small.

#### Blackboards of Tomorrow

What the school room of tomorrow will look like will depend, of course, upon what

the educational program of tomorrow will be. The tendency now seems to be for the teacher to use the blackboard rather than the pupil. Drill work is now multigraphed and mimeographed, and where drill is not minimized, teachers present far more work to the student by the mechanical reproduction methods named than could well be placed on a blackboard.

Because wall space is being used far more for display purposes and as more window space is added, there seems to be evidence that improved swinging-leaf boards will come into more general use. One of the great objections to the wall board is in its great light-absorbing tendency. Studies vary some on the amount of light absorbed, but as high as 50 per cent is recorded.

Chalk is improving in quality and the amount used is being materially reduced. Superintendent Richards of the Emporia (Kans.) schools reported one third the chalk used in 1938-1939 as was used in 1933-1934. Part of this was due, however, to a deliberate policy of economy in school supplies.

Newer buildings have considerably less blackboard space than do the older ones. It was found that the amount of blackboard space in the new buildings for the first grade was but 55 per cent of the space available in older buildings. In one room of one of the older buildings in Emporia it was found that 58 per cent of the original blackboard space had been taken out or had been covered. The second-grade rooms had surrendered more blackboard space than any other grade; the fifth, less.

As evidence of the diminishing use of blackboards in the newer buildings as compared with older buildings (20 or more years) the following figures are illuminating.

In the first grade the mean number of square feet of blackboard space now available is 206. For the newer buildings it is 114. The "now available" is necessary as some blackboard has been covered or removed entirely in all of the older buildings. In the second grade the figures are 205 sq. ft. against 139 in the new buildings; in the third, 198 against 139; in the fourth, 195 against 157; in the fifth, 194 against 151; in the sixth grade, 192 sq. ft. of space in the old buildings and 139 in the new buildings. The amount of space used for blackboards in the newer buildings is thus by grades the following per cent of the old buildings in this midwestern small city: I—55 per cent; II—68 per cent; III—70 per cent; IV—81 per cent; V—78 per cent; VI—72 per cent. The reduction covers a period of not more in any instance than 30 years.

#### Restatement and Conclusions

1. At the present time many of the older buildings have more blackboard space than can be used. Where this has not been removed or covered it is decidedly light absorbing.

2. Newer buildings (in Emporia) have reduced the amount of blackboard space significantly.

3. Blackboard widths (vertical) are much reduced, as much as 18 in., in the newer buildings over 20-year-old buildings.

4. Chalk rails, which mark the bottom of the board, are much too high in buildings built before 1920.

5. Composition boards offer some significant advantages over slate when the finest of each kind is considered. This is not saying they are better blackboards than slate.

6. Reversible and swinging-leaf boards are decidedly advantageous for small rooms where wall space is limited and is needed for other purposes. That this type of board will increase in general popularity seems obvious.

7. Newer teaching techniques and increased knowledge of how children study and learn is tending to a reduction of blackboard usage in the elementary schools.

8. There is no evidence offered by the detailed study of blackboards in the Emporia (Kans.) schools which indicates that blackboards are tending to be displaced for teacher use, but there is evidence that they are declining steadily for use by the pupil.

#### Recommendations

1. Actual measurement of 781 elementary school children indicates that 26 in. above the floor is the best height for first, second, and third graders; that 28 in. is the ideal height for fourth- and fifth-grade pupils; and that 30 in. is a desirable height from the floor for sixth-grade use.

2. Weighing studies by Mills, Moore, Strayer and Engelhardt, and Dresslar carefully as to desirable widths for boards and after measuring nearly 800 boys and girls in the elementary school, the writers conclude that a standard board of 34 in. or 36 in. would serve the entire six elementary grades

with little waste. The teacher does much of the writing in every grade anyhow.

3. It is recommended that reversible and swinging-leaf boards be used much more than they are at present. They offer much to the busy teacher in convenience as an aid to the fixed boards, and when substituted for wall boards are not only efficient but economical.

4. School administrators should survey carefully the amount of blackboard space actually needed in buildings more than 25 years old. A reduction of unneeded board materially aids in making dark rooms brighter and more cheerful.

5. Although not considered in this abstract, the writers found no Kansas *rural* school, more than 20 years old, where smaller children could write at all without standing on benches and chairs.

6. The amount of blackboard to be installed in any given classroom in a new building is a professional problem and should be decided only after a careful consideration of the organization and program of the system and of the individual classroom. Many windows, which are desirable if rightly placed, make the swinging-leaf board essential.

7. Blackboards are professional equipment of a classroom. To waste money either by poor placement or by needless installation is no more justifiable than would be needless duplication of reference books in the library.

## Safety Factors in Gas Heating

Roscoe H. White<sup>1</sup>

School systems located in or near oil fields and gas areas have been using natural gas as a fuel for heating for a good many years. Under many circumstances gas is usually much the cheapest fuel; it is much the cleanest fuel; it involves the use of much less manual labor than coal. There is, however, a serious problem in safety connected with the use of gas as fuel.

Natural gas, when mixed with the right proportion of air and ignited, becomes a deadly explosive. Leaking pipes under buildings or in classrooms readily produce such explosive conditions. This is probably a more serious problem than generally is recognized. Gas is usually furnished at the edge of the school premises under a pressure of from six to eight pounds. At this point it goes through a pressure regulator which reduces the pressure to about eight ounces. Even at so low a pressure numerous tests have shown that gas will come out at very small openings in pipes and fixtures. Protection from this hazard should be taken in all of several ways.

In the first place, all unused space under gas-heated buildings should be thoroughly vented with openings on all sides. This makes it possible to have a continuous circulation of air in these spaces. The formation of a deadly explosive will usually be prevented in this way.

All gas-carrying pipe in and under school buildings should be installed by expert plumbers who will put in the pipe free of all strain. It is a definitely established fact that small pipe, lying in a strain, occasionally snaps in two at an elbow or other joint. If it carries gas a hazardous condition immediately develops. It may be pointed out also that all gas pipes leading into a building from the

outside should enter through a space several inches larger than the pipe. If the building settles on its foundation, the gas line is not so likely to break.

Oxidation or pipe rust is always a possible hazard with gas. Pipe will rust from both the inside and outside, and frequently gas escapes through the openings thus created. In order to guard against this, schools using gas as a fuel should apply a pressure test to all gas lines at least once a year. To do this, all boilers, stoves, and other heating units should be disconnected, and all of these openings plugged tight. The building gas line should be disconnected where it leaves the street or meter and should be plugged. The person testing is then ready to apply an air pump to the system anywhere in the building. If the pipe system will hold a pressure of fifteen pounds for an hour without a noticeable drop, it may be considered safe. It is very surprising how many gas leaks will show up when this test is applied. These should be corrected and the system should be made to hold the pressure before the heating units are reconnected.

In many schools gas-steam radiators and gas stoves of various kinds are used as heating units instead of central steam boilers. When so used, they should have completely automatic safety-pilots and automatic line-pressure shut-off valves, together with vents to the outside, to take out the fumes. They should be fastened securely to the floor so that students will not move them about, thereby breaking connections and causing leaks.

Finally, all school employees should continuously guard against gas explosion hazards. The least suspicion that anything is wrong should be reported immediately and thoroughly investigated by the proper person.

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## THE AMERICAN School Board Journal

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### School-Business Problems of 1941

**I**F THE depression decade placed a heavy burden on the business departments of city and town school systems in meeting the problems of finance, building maintenance, and purchasing, it may be expected that the present year will add to the work and worry of school-business executives and of school boards. The emerging situation caused by the war in Europe and our own defense preparations involves economic and governmental problems that will challenge school-business executives to develop new high levels of efficiency and foresight in the school-business service. Conflicting forces affecting taxation, rising price levels, the fighting attitudes of tax-pressure groups, the federal attitude toward school-building construction, and the growing demands for educational services in hitherto unexplored areas—all combine to provide headaches and opportunities for the school-business departments.

It is certain that the 1941 purchasing for schools must be attacked with an awareness of changing industrial and economic conditions. Prices are again rising and, while the federal authorities are vigorously combating inflation, wages are going up, many materials are hard to obtain because of defense needs, and living costs are rising. Many essential articles made of metal, rubber, fabrics, etc., will be increasingly difficult to obtain. It is the part of wisdom to buy generously and very promptly for the school year of 1941-42. Greater attention to the development of accurate specifications is necessary, and it will be advisable to apply the test of real instructional and practical school-use values to all requests made by the teaching and maintenance staffs.

If ever annual building repairs deserve close attention, they do so in 1941. The numerous evening classes, the defense vocational courses, and the "refresher" programs for adult mechanics have given numerous school buildings heavy wear and tear. The situation is likely to be increasingly difficult as additional courses are introduced next fall under the defense act.

If, and when, the country goes into the war, the school buildings will be further in demand for local activities of the Red Cross and for endless war-work groups. It is only good sense for school boards to make all essential repairs and to look carefully into the possibilities of using WPA funds and workers so long as these are available. With the growing industrial activity, labor for building maintenance will be harder to get, and it will be necessary to utilize the janitorial-engineering crews to the limit for summer cleaning and repair work.

School boards have made enormous advances in school finance so far as bonding for permanent improvements and short-term borrowing for current deficits are concerned. But the gains which have been made through the bitter experience of the depression years will all be lost if the municipal and

school authorities are led to drop their hard-won reforms in the excitement of defense and war and the new worry concerning federal taxes. More than ever is it necessary to work toward pay-as-you-go policies in financing school buildings. More than ever will it be necessary to fight for low interest rates and to adjust tax receipts and outlays to avoid expensive interest charges on short-term loans and school warrants. With the bettered industrial situation, back taxes on business and residence as well as farm property will slowly but certainly be made up, and school authorities should not fail to utilize such receipts for putting their house in order.

The fire and insurance problems of many school districts have been solved in many cities, but there is evidence that some school boards in every state still fail to buy insurance on a unified, economical, and long-term plan. What is more disturbing is the fact that the annual inspections and repairs of school property fail to make possible savings in premiums due to continued hazards that incur insurance penalties.

A major problem in school-business administration arises from the lack of well-balanced personnel policies. There can be no justification for selecting janitors and engineers on any basis except an examination proving the applicants' youth, competence, and minimum education. A personnel program worth the name must necessarily include in-service training, promotion according to merit, and immediate security during good service. The men and women deserve participation in practically all the advantages of employment extended to the teaching staff. The few cities which have had commendable personnel policies, as applied to nonteaching employees, have greatly benefited through contended service of high quality. Unless such policies are developed, school boards may expect labor troubles of all kinds and loss of efficient men who will be induced to go into industrial occupations.

In federal and state legislative bodies there are pending at present a number of measures intended to improve the financing of schools and the support of school-plant extension. The Lee bill in Congress is an example of the type of legislation which school-business executives should not only understand but actively promote. The immediate future and welfare of the schools demands that the school boards and the business executives safeguard the schools against the dangers of legislation which may be slipped through in the confusion of national defense.

### A Balanced Board of Education

**T**HE question is occasionally asked: What constitutes a well-balanced board of education? The question usually refers to the social and economic background, namely, the skills and experiences—and the prejudices and inhibitions—which board members bring to their task. Mostly, the estimates concern themselves with racial and religious affiliations, social and economic status, political and philosophic attitudes toward society and personal life.

The average board of education as found throughout the cities of the United States is made up of citizens who are identified with business and professional pursuits. The routine labors of a school-administrative body mainly involve knowledge and experience in the world of business. Thus, the banker, the merchant, and the manufacturer may become valuable members. The professional man, too, namely the lawyer, the

physician, the engineer, etc., may add much to the general efficiency of a school system.

But what is meant by a well-balanced board of education? Does it mean that the dominant activities in the communities are fully represented or that the several social stratas are rather evenly included? Or, does an efficient working body rest upon a variety of vocations and the experience gained therein that can guide the policies and procedures of a school system? The baker or merchant, the lawyer or doctor who deliberates on school-administrative problems may bring special vocational experience to his tasks, but it remains, nevertheless, that his service must be evaluated on the basis of the judgment, tact, and skill he exercises in handling matters not directly connected with his business or profession.

The answer must be found in the character of the citizen, together with the assurance that such citizen has had sufficient experience in dealing with men and measures to enable him to solve the problems which arise within the province of a school-administrative body and to solve them wisely and well for the public welfare.

In some communities it is rightly held that in addition to the business and professional men there shall be representatives of labor on the board of education. Such representation is quite desirable in all communities, particularly where the industrial interests lead. Then, too, women's organizations sometimes ask for representation. Experience has demonstrated that a woman member may become a valuable factor in school-administrative service.

A group which constitutes a well-balanced board of education in one community may not measure up to the requirements of another. But whatever might be said on this score, it remains that the citizen who has high qualities of intelligence, practical judgment, and leadership usually measures up to the requirements of the office. If he has a proper conception of the true objectives of popular education and his relation thereto, he will round out a service that is in keeping with the high mission assigned to him. Ultimately, he must remember that he does not primarily represent any section of the community but all the children of all the people.

### Some Trends in School Litigation

ONE would imagine that, with the many court decisions rendered in the past, a clearer understanding of school laws would result and the number of legal contests would decline. This does not happen, however, to be the fact. The volume of school litigation is increasing in proportion to the expansion of the school services and the greater legal safeguards which have been created for schools, teachers, and children.

Changes in laws as well as changes in social and economic conditions bring new and untried questions into the courts. The new statutes of recent years involve educational innovations not thought of three decades ago. The enactment of teacher-tenure laws, the introduction of transportation facilities, modifications of nonresident tuition methods, the compulsory flag salute, new approaches to the tort liability of school districts, the opposition of militant taxpayer groups to higher school costs, etc., all have brought new cases into the courts calling for adjudication. The questions arising from teacher appointment and dismissal, permanent tenure for school personnel, the retirement and pensions of teachers, and

accident compensation for teachers and janitors, are still subject to growing litigation.

It is safe to say that the laws which have been most vigorously contested and which almost invariably have been carried to the state supreme courts, are those requiring pupils to salute the flag and pledge allegiance to the constitution. For failure to observe the law and to salute the flag many pupils have been expelled and some teachers have been dismissed. This has resulted in litigation which has brought the constitutionality of the law into question.

With one exception, every state supreme court has sustained the school authorities. The supreme court of California has held that a refusal to salute the flag does not justify a dismissal of a pupil. Liberty of conscience, the court said, is the controlling problem involved. The United States Supreme Court, however, has declared that to make such a religious belief superior to the law of the land would in effect, permit every citizen to become a law unto himself. In other words, the Supreme Court sustained the school authorities in upholding the salute-to-the-flag law.

One of the trends is found in the support given to a more liberal attitude on the part of the public school authorities toward private and parochial school children. Thus, in some states these children are accorded transportation to and from school the same as the public school children. A Louisiana law granting free textbooks to private and parochial school children was sustained by the United States Supreme Court.

It remains to be said that much litigation might be avoided if the laws were more explicit, and if greater caution were employed on the part of school authorities in their contractual relations and the procedures followed in the administration of the schools. The growing interest displayed by school authorities in "keeping up" with the findings of the courts is a healthy sign and suggests that greater caution in both the making of laws and in their observance will ultimately result in fewer cases before the courts.

### School Property and Vandalism

VANDALISM has become a problem in numerous school systems and one which has not readily been met. As a last defense, school authorities have sought the aid of the police; arrests have been made, and the guilty boys have been subjected to sharp reprimand. Restitution seldom has followed.

The true solution of the problem is not in the courts but in the classroom where the youths are taught the rights of their fellow men and a wholesome respect for the privilege of education. Boys and girls must be impressed with the fact that any destruction of property is immoral and a crime which is punishable by imprisonment.

In one of the midwest cities a group of high school students has recently designed and set up posters which call attention to the criminal character of vandalism and urge cooperation in the protection of public property. This is a commendable departure and should find emulation in other school centers.

On the whole, the solution must be found in character training, rather than punitive measures. Youth must be made to realize its responsibility to God and to man. Positive attitudes of pride and self-respect must replace the all too prevalent notion that a wrong act is not of particular consequence so long as one is not caught.



# The Position of Principal's Secretary in the Management of the School

Barbara F. Coleman<sup>1</sup>

Through the myriad of detail which invariably arises in any busy institution, there must always be some one person to whom people can turn for information, direction, and help in the solving of their problems. Everyone naturally turns to the head of an organization, feeling quite certain that if he wants something done, it is much more likely to be accomplished when he goes directly to the "top" person in charge. This is true whether it be a business concern, a government office, or a high school principal's office. If the principal is going to be able to give his best efforts toward the really vital and important matters concerning the welfare of his school, he cannot do this and also devote a very large share of his time and attention to the countless details arising each day out of a situation where large numbers of people are working together. The principal's secretary, therefore, must be the person who acts as a buffer between the executive and the thousand demands made upon his time and energies. Around this chief duty of her position, she must organize and distribute her time and energies.

## I. Routine Procedures

There are, of course, many routine procedures which of necessity must be handled through the secretary. Preparing city, county, and state reports; keeping correspondence, important papers, references, and reports filed in such a manner that they can quickly and easily be found; the matter of appointments, telephone calls, callers, information to visitors; all go to make up the duties of any secretary regardless of the type of office in which she works. Some of these are only important because neglected they tend to clog the machinery of the school, others are of real importance because they represent preparatory or completion steps in some of the most fundamental services of the school.

When a new person starts working in a school office as the secretary to the principal, the first few months of her stay are difficult. She cannot be of much more help to the principal than seeing that the established routine procedures of her office are carried out efficiently and quickly so that matters will be handled with dispatch and ease. The teachers only know her as "another secretary." The students do not know who she is and are hesitant about asking anything other than purely routine questions. The principal has not yet had time to weigh her qualities and worth and to know to what extent he can depend upon her to be of help to him. Perhaps to the secretary this period of time is one of discouragement. It is always difficult to go into a new situation where one's effectiveness must to such a large extent depend on a slowly achieved acquaintance with teachers and student leaders, with

the intricate machinery of the school, and with established institutional traditions. A person who is quick and efficient will be sensitive to a need for such marginal information, for until she acquires it she cannot hope to make her position an integral part of a well-organized administrative office.

After the secretary has begun to feel familiar with the duties of her office so that she no longer is rushing headlong against an on-coming wave of details which threaten to submerge her, she should pause and take "stock" of herself. Well she may ask herself how familiar she has come to be with the work habits, likes and dislikes, and requirements of her "boss," the principal. Has she faithfully attended to all of the matters for which he has asked? Has she always been punctual, dependable, and efficient? In other words, has she presented herself to him in a favorable way and made him realize, perhaps still unconsciously, that she will eventually come to be of real help to him? If she has satisfied herself on that score, then she should turn to her relations with the other people with whom she must work. Has she been friendly and reliable, pleasant to work with, willing to do her share and more to make things go smoothly? Has she shown to the teachers that she is intelligent and capable of handling the work they ask of her? If she has done all of these things successfully, then she is on the way to becoming a real part of the school. And then only can she begin to do the many things to save the time of the principal in order that he can be free to devote his efforts almost entirely to the enrichment and betterment of his school.

## II. Good Judgment Needed

As soon as the teachers, students, and other associates realize that the secretary is becoming a trustworthy representative of the principal, they will gradually come to lean more and more upon her for answers to minor questions, directions concerning work, and reaction to well-established administrative policies. It is then that the secretary encounters the true test of her judgment. There is a very fine line to be drawn between representing the principal and in seeming to "assume" his duties herself by making decisions and statements which must and should come from the principal directly. The ability to define this line of demarcation lies latent within a good secretary. A learning attitude toward experience will help develop it and make of it something of value to both the secretary and the principal. There are no hard-and-fast rules to guide the secretary in her efforts in this direction. There cannot be, because of the very nature and variety of problems, and the ever present element of the unexpected. There is hardly a day which passes without some new situation developing, some new question asked which demands

judgment in handling. With experience comes almost an instinctive feeling when to refer a matter to the "boss," and when not to bother him with it. However, before this experience is attained, there are one or two general criteria upon which a new secretary may place some reliance to guide her in lieu of more reliable assurance which will come with experience. Does the question or matter at hand involve the observance of a "policy"? Is it a matter about which she is uncertain of the principal's reaction to such a procedure? Will a certain action have any adverse effect on the public or upon the public's attitude toward the school? From these few questions it is easy to see where the line of responsibility of the secretary ceases and where she should without hesitation refer a matter directly to the principal.

Not only will the position require that she exercise intelligent care in the matter of answering questions. The preservation of that ever important matter of good public relations is the result in part of how callers are treated when they come to the school. It is not necessary to "make a fuss" over everyone who comes into the office. An efficient secretary does not have time for such. However, it is extremely important that a caller be given immediate attention in a pleasant, courteous manner. Everyone has at some time or other experienced the unpleasant sensation of walking into an office and remaining strangely unnoticed by every member of the staff for some time before someone finally bestirred himself to find out what was wanted. A business concern may "get by" perhaps with such an attitude. A public institution such as the school cannot. However, one must not lose sight of the fact that a number of the callers who come into the office are either agents or salesmen, or people who want information that can readily be answered by the secretary or referred to the proper person for an answer without contacting the principal. Therefore, the secretary has to exercise tactful discrimination in handling all callers.

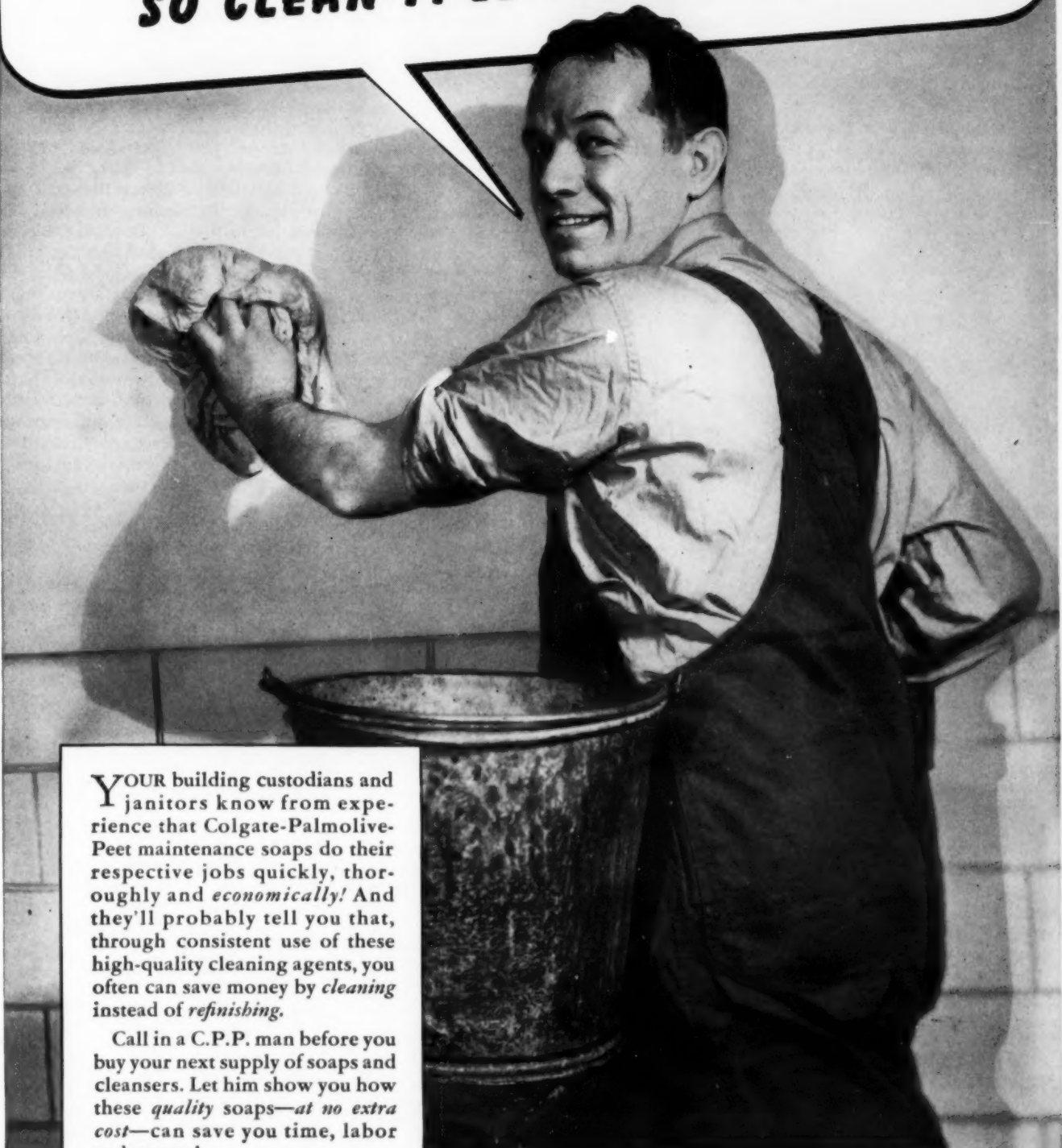
## Planning Seasonal Work

There are many other ways in which the secretary must be resourceful in duties which lie merely within the confines of running her own office smoothly and efficiently. She must know how to plan her work to have time for the seasonal peaks of activity which otherwise may choke the normal office processes and leave emotional disturbances affecting the morale of the whole school. She must evaluate and determine the abilities of those working under her guidance in order to get the different things done by those who do particular tasks better than others.

It is, of course, undesirable and unbusinesslike to have the secretary's office a place for lounging, gossiping, joking, and laughing for

<sup>1</sup>Secretary to the Principal, Senior High School, Palo Alto, Calif.

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(Continued from page 56)

those who have nothing to do at the moment or who are just passing through. Here again the secretary must employ tact and judgment in maintaining a dignified atmosphere at the same time that she is pleasant and friendly. She must know how to discourage gossip and above all she must exercise care in the information she gives out regarding the principal's plans, feelings, and attitudes about which people are constantly asking her. She must not act superior and secretive, or people will resent and dislike her. At the same time she must display a friendly restraint by reassuring and sympathizing with a given situation at the same time that she actually divulges nothing which may commit her superior to a line of action. By doing this, people come to know that she is to be trusted by the principal, and yet that she is sympathetic toward their needs and wishes. This all goes to make a much more pleasant situation in which to work for everyone. The teachers feel better toward the principal or his policies, and it is easier for him to carry out what he has in mind. I feel I cannot stress too strongly this aspect of the secretary as a working personal force in good staff relationship. It is a tenuous thing yet something which has far-reaching results.

Another quality which the secretary must display is that of dependability. In order to have a close hold on the myriad of detail which goes to make up the work of her office she must possess in considerable degree several traits vital to the success of her work. She must have an excellent memory although one of the most serious mistakes of a new secretary is to try to retain everything in her memory. There is, however, a very definite distinction between remembering that a report is due on the fifth of the month and remembering that on a similar recent report the principal suggested such and such an improvement. It goes without saying that in matters of dates, appointments, and specific notations the only sensible way to handle these is through memoranda which are there in black and white and can be depended upon without any strain on the memory. But a secretary who is growing in her position must seek to improve the quality of her performance, as well as the punctuality, with which she meets deadline dates without being reminded of them. A clerk can follow the grooves of routine laid down for her by somebody else; a secretary can only successfully build herself into a respected position in the office by being such a master of detail that she can find time for that extra quality of service which for the most part is outside the margins of response to definite orders.

#### Awareness of Coming Events

She must be aware each day of the important things that are happening and be ready to remind the principal in plenty of time of the various calls on his time likely to occur in connection with these events. The principal must feel that he can depend completely on his secretary to inform him of matters which will need his attention in the days to come, of meetings which should be called, of people

who wish to see him. And, of course, it goes almost without saying that he must feel that he does not need to even try to remember such routine matters as when reports are due or other tasks which recur regularly. The secretary simply must learn never to overlook anything of this nature.

She must inform herself on all current matters pertaining to the school so that she can readily give accurate information to teachers and students. Only by keeping herself so posted can the teachers and students come to feel they can depend upon her without having to go to the principal for verification of a given fact. Thus, through developing an excellent memory, acquiring a strong sense of the value of accuracy, actually following through on any matter which she has promised to handle without fail, checking several times on things until she is positive that a matter will be carried through—all of these go to make up the composite picture of dependability which the secretary must unswervingly follow if she is to be efficient.

Still another desirable quality in a good secretary is the ability to command the respect and confidence of those working with her. She must, in other words, be a good leader, for it is through her guidance that much of the work of the school offices is done. She must be poised and calm at all times regardless of how rushed or overcrowded the office becomes. She will find that many of those around her will become nervous and distraught during a peak seasonal load of activity. It is, therefore, up to her to keep the work going along, and complete the many tasks with dispatch and ease, despite the fact that the strain may be rather great. That I believe is one of the most important personal qualities of a secretary who is to be of real assistance to the principal.

In any office a successful secretary is a refined, poised, and pleasant person. This is important to the success of a school secretary, for she is associating with people of culture and refinement and should, as everyone else in a school, be an example to the young people. She should be very careful of her appearance to be neat and dressed in a manner suitable to a business office. If she maintains a good appearance, is fastidious, charming, and pleasant to those with whom she works, and always comports herself in a cultured and refined manner, she will have no difficulty in commanding the respect and trust of those with whom she works.

#### III. Planning the Work

Beyond the general qualifications we have considered, there are a number of little hints which might be passed on from one who through experience has learned some things helpful in carrying on the work in a satisfactory manner.

First of all, the secretary should have a definite routine or time for doing certain tasks. For example, always the first thing upon arriving at work look over items on the calendar for that day, the things which must be completed, tasks which should be started in order to get them done by a designated time, things which should be called to the attention of the principal early in the day

to facilitate the arrangement and planning of his work. Get all these things ready to begin work on as soon as school begins. Plan ahead so that certain tasks will be completed by noon, and the others can be finished by the end of the day. In this way only will the secretary be able to face the beginning of each working day with a feeling of confidence and security that she is not overlooking anything, no matter how unimportant, and that she will be able to complete the major projects which she has set out to finish at a given time. Therefore, the first 20 minutes or half-hour should be devoted to plans for the day. This is far from being a waste of time. Rather, it increases the efficiency of the office and makes for a calm, well-organized situation in which to work.

After she has gotten the work underway and knows what she has scheduled for the day, it is important that she spend the next few minutes in consultation with the principal, to find out what he has planned to be done, and what he wants the secretary to do for him which she does not already know about. A brief check of the calendar, appointments, and other events is always a help, for then the secretary knows how to answer inquiries as to when the principal will be in his office, and whether he will be available for appointments and meetings.

The secretary's calendar pad may well be her "bible," for with an intelligent use of this device an infinite burden of responsibility can be lifted from her shoulders in trying to remember things instead of having them down where they can readily be seen. At the beginning of the year, it is a good plan to make a note of the dates when all reports—city, county, and state—are due. If there is a period of a few days' leeway and the report is not completed on the day of the notation, carry this note forward to the next day, and keep on doing this until the report is finished. At that time draw a line through the notation. Thus a report will not be overlooked because the page of the calendar has been turned and proper cognizance was not taken of the fact that the report has not been sent in.

In handling the scheduling of work, it is an excellent plan to have several folders marked "urgent" and "delayed." Work which must be finished immediately would naturally fall in the "urgent" folder and all other work put in the "delayed" folder. The transference from one folder to the other would go forward as the work progressed. There should also be a folder for work done for teachers, and this work should be kept apart from that which is being done for the principal. Incidentally, the principal's work should never be allowed to be put after the teachers'. His work should naturally take precedence over any other. The secretary can exercise good judgment in the manner in which she distributes the work for teachers to those under her direction, and carefully completes the principal's work herself. In this particular matter, if she is efficient, the office under her direction can complete a tremendous amount of work with a minimum of time and effort.

(Concluded on page 88)

# Modernize **CLASSROOMS** with- *Peabody* **STEEL FRAME TABLES**



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## School Board News

### NEW ST. LOUIS SCHOOL BOARD

The annual election for the board of education at St. Louis, Mo., aroused greater interest this year than it did in many years previously. The *St. Louis Post-Dispatch*, in commenting on the election, indicates clearly that the community was aroused to the situation and that a permanent reform is under way:

"The vote on the board of education in yesterday's election was rather curiously mixed, but St. Louis citizens can be gratified by the fact that, by and large, an improvement in the board's caliber has resulted.

"Election of Mrs. Irma H. Friede to the board, by the largest vote polled by any of the 12 candidates, represents a notable and highly promising addition to its membership. The re-election of Dr. Rudolph Hofmeister, who has stood consistently with the progressive group in the last few stormy years in school affairs, was also a welcome development. Conversely, the defeat of John J. (Duke) Sheahan, one of the board's notorious obstructors, was another gain for bettering the school system. Hugo Wurdack's defeat, on the other hand, means that his fine record in his year of service cannot be continued, and his retirement from the board is most regrettable. In view of this fine record, it would be a splendid idea if Mr. Wurdack were appointed to fill any future vacancy that occurs on the board.

"The other two successful candidates, William Schumacher and Charles J. Dyer, campaigned on forward-looking platforms which give reason for

hoping they will cooperate in the huge tasks of improving school methods which confront the board.

"Other changes are still in order in succeeding elections before St. Louis has a thoroughly public-spirited and alert board of education. The first steps toward this end were taken by the voters' decisions of yesterday."

### BOARDS OF EDUCATION

♦ Ottumwa, Iowa. The board of education has appointed a committee of two to take up with the head of the local utilities company, a proposed reduction of light-and-power rates for the city schools. A recent survey, conducted at the request of the board, showed that the schools were paying a much higher rate on light and power than comparative cities over the state.

♦ Ottumwa, Iowa. Under a new administrative policy, to become effective July 1, 1941, all members of the school personnel will participate in an accumulative sick-allowance plan. Under the plan, custodians, office assistants, and other school employees will receive the benefit of five full days and ten half days' sick allowance during the year. The sick leave will be accumulative over a period of years so that the unused allowances may be used in case of serious illness or accident. A physician's certificate is required for more than three days' illness.

♦ San Diego City Schools, under Superintendent Will C. Crawford, have introduced democracy into administration through a Personnel Selection

Committee, composed of teachers and principals, whose responsibility it is to evaluate all applicants for teaching positions in San Diego, Calif.

A written examination is held for all applicants, and members of the Personnel Selection Committee interview applicants and rate, on a comparative basis, evidences of training and experience submitted by those who desire positions. On the basis of ratings made by the committee, a list of selected candidates is compiled from which the Superintendent nominates persons to fill vacancies which occur.

The plan has functioned quite successfully, and was reported upon by Mrs. Eleanor Edmiston, President of the San Diego Teachers' Association, at a meeting of the N. E. A. Classroom Teachers Association, held in conjunction with the recent Atlantic City convention of the American Association of School Administrators.

♦ Lawrence, Mass. The school board has announced that diplomas will be given members of the high school senior class who have entered the military service, provided they have met all of the requirements set by the educational authorities.

♦ St. Louis, Mo. A survey of 41 cities of the country in the matter of school-board size has recently been completed by the school officials. The report, issued by Supt. Homer W. Anderson, shows that a majority of the cities, having a population of more than 200,000, have smaller school boards than St. Louis and center the administrative authority in the superintendent. In 25 cities there is a unit executive system with responsibility centered in the superintendent, and in 15 cities there are from two to five independent executive officers. Three cities have 15-member boards, two have 12-man boards, and 18 have 7-member boards.

(Concluded on page 62)



*The Board of Education, Palmyra, New Jersey.*

Starting at the head of the table, the members are from left to right, reading around the table clockwise: Mark W. Nace, district clerk; Leonard R. Baker, president of the board of education (Mr. Baker has been president seven years); Marie L. McDermott, secretary to the supervising principal of schools; Carl W. Lutz; James B. Ryan; Joseph S. Low; Mrs. Marian L. Mallory, vice-president; Paul R. Jones, supervising principal of schools; George M. Rivel; George M. Durgin; James B. Henson; William A. Donaghy.

During the last three or four years, while these members of the Palmyra board of education have been in office, the following projects have been completed:

Fifty classrooms have been completely re-decorated and modernized.

A green house for the agriculture department was built.

A new suite of school offices were arranged and fitted.

New biology, physics, and chemistry laboratories were furnished.

Office practice facilities for the commercial department were established.

An elementary school library was begun.

A high school library and study hall were furnished.

An art room and music room were opened.

One of the greatest accomplishments of the present Palmyra board of education is the acquisition of ten acres of ground and the building of a stadium which includes showers, lockers, and other facilities for athletic events. This athletic field is one of the finest of its type in South Jersey. The land the athletic field occupies belonged to the Palmyra borough council. Through their splendid cooperation this project was made possible. A bronze tablet on the stadium includes the names of both the borough council members and the board of education members.

# Teach Manual Training Without Tools?

*No Indeed!*



The modern office is machine equipped, and to teach Office Practice efficiently, school superintendents have recognized the need for the machines that business is using. That is why there are more and more Monroe Adding-Calculators in classrooms—the very machines the students will be operating when they get out on the job.

Monroes are so simple to operate that it takes only a short time for a student to master them. From then on he goes through a course of business arithmetic that fits him to understand and handle efficiently the day in and day out figure work that is the life stream of business.

Many of the leading schools in the country are using Monroes with great success. Our experience, based on these actual cases, may be helpful to you.

## MONROE EDUCATOR

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Fenestra Casements open at a finger touch, even when wet, even when fresh-painted. The Roto-Adjuster at the sill is turned as easily as a faucet handle, and the swing leaf opens freely and silently on bronze-bushed hinges. Fenestra Casements, made essentially of steel, never warp, swell, shrink, bind or stick.

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Women's Dormitory, Scarritt College for Christian Workers, Nashville, Tennessee  
Henry C. Hibbs, Architect; W. R. Smith & Sons, Contractors

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For complete details . . . phone the local Fenestra office (in all principal cities) or write Detroit Steel Products Co., Dept. AJ-5, 2254 E. Grand Blvd., Detroit, Mich.

# Fenestra MODERN STEEL WINDOWS FOR SCHOOLS

(Concluded from page 60)

♦ New Haven, Conn. The board of education has voted to increase the annual tuition rates for students attending the city schools from towns surrounding the city. The new rates require \$145 for senior high school students, \$152 for junior high school students, and \$113 for grade school students.

♦ San Francisco, Calif. The board of education has approved a series of parent-teacher-sponsored dances for high school students and has granted the use of school facilities for these affairs.

♦ The county school board of Hillsborough County, Fla., has voted to keep the county schools open until May 23, which will provide a term of eight and one half months. The board will obtain additional school funds through a policy of economy which will save \$25,000 in salaries for the year. The board has obtained \$1,031,000 from the state, which is an increase of \$41,000 over what had been anticipated.

♦ Iron River, Mich. The school board has passed a rule that men teachers entering the military service shall have their positions returned to them at the end of the period of training.

♦ Milton, Mass. The school board has decided to purchase an entire year's supply of school supplies, in place of a half-year's supply as formerly. The board reverted to its old plan to avoid rising prices and delayed deliveries. The saving effected includes discounts received because of larger purchases.

♦ Bay City, Mich. The school board has approved a resolution, calling for the creation of a nonprofit corporation to receive gifts and bequests for services outside the curricular program. The board directed its attorney to organize a corporation in accordance with the suggestions of the special committee.

♦ Virginia, Minn. The school board has rejected a proposal for the adjustment of teachers' salaries to a basic salary plus increments. The plan found opposition because it was felt that it might result in salary reductions for 91 teachers.

The board has under consideration another plan which will delay salary adjustments until next September when savings may be effected through resignations during the summer.

♦ Covington, Ky. The school board has received an outline of a proposed plan for adjusting wage increase demands of 300 public school custodial employees. The plan provides for the extension of the work year from 48 to 52 weeks, and a two-week vacation with pay. It will be necessary to adjust the wage-increase requests of truck drivers and maintenance men.

♦ The rural schools of Murray County, Ga., have been assured an eight-month school term for 1941. It is believed the financial condition of the school system will permit the county schools to operate for an additional month next year.

♦ The school board at Hope, Ark., has extended the school term for next year, to nine months for white schools, and eight months for Negro schools.

♦ Wauwatosa, Wis. The school board has voted to create the position of stock clerk. The duties of the new man will be to check incoming school supplies, place them in the stock room, keep an accurate inventory, and distribute such items to the various schools as needed.

♦ Johnston, R. I. Supt. Aaron DeMoranville, in a report to the school board, has suggested that suitable action be taken against high school students found guilty of "bunking" classes. He said that the practice had increased to a great extent so that he would be forced to take some action against the students.

♦ Medford, Mass. The school board has been asked to approve a proposal, calling for the use of government surplus commodities in school lunchrooms, in addition to the regular menus previously provided.

♦ Minneapolis, Minn. The school board has voted to stock up on coal, at prices guaranteed under its contract. The board has anticipated that prices will go up very shortly. The board has restored allowances to school employees using private cars on school-board business, to

five cents a mile. Earlier in the year the board had reduced the amount to four cents, using the saving for the repair fund.

♦ Belmont, Mass. The school board has approved a plan that all candidates for athletic teams shall pass a chest X-ray examination at the Middlesex County Sanatorium. The expense for this service will be met by the Belmont Tuberculosis Committee.

♦ Holyoke, Mass. The school board has raised the weekly salaries of defense training teachers by \$10. The increases were suggested by the Federal Government in a recent recommendation.

♦ Moline, Ill. The school board has voted against a motion for an amendment of the rules, which would have required teachers and school employees to refrain from all political activity at school elections.

♦ Montpelier, Vt. The school board has appropriated \$200 for a survey of an occupational follow-up adjustment service plan. The survey is intended to determine what graduates and former students of the high school are accomplishing, and how the school curriculum has fitted them for their work. The findings will be used in connection with the school guidance plan.

♦ Omaha, Neb. The school board has adopted a new policy for 1941, under which it will issue contracts to full-time teachers on the basis of a 30-week school term. The new plan permits the board to cut the regular 36-week school year, should financial shortages make it necessary. The action was based on a financial report which indicated that there would be a deficit of \$331,817 during the next year.

♦ Quincy, Ill. The school board has begun plans for a summer recreational and cultural program, to be provided free of cost to all children enrolled in grades one through twelve. The plan is being sponsored by the board, with the assistance of the Works Project Administration. The program, which is rather extensive, includes vocal music, instrumental music, practical arts, recreation, cultural living, publicity and public relations, and dramatics.

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## School Law

### School District Property

Under a contract between a general contractor and a school city for the construction of school buildings, a provision in the specifications applicable to the general contractor that a subcontractor should be held responsible for the protection of work and materials furnished by him, did not require the general contractor to furnish temporary heat while the subcontractor was plastering buildings, in view of a provision in the heating contractor's contract requiring the heating contractor to have his work sufficiently completed so that temporary heat could be furnished during and after the plastering, notwithstanding the specification, which applied to all contractors, providing that if impractical, in the architect's judgment, to use a permanent heating plant while the work was being performed, other satisfactory equipment should be furnished by the "contractor," since the quoted word meant the heating contractor.—*Material Service Corporation v. School City of Hammond, Lake County*, 116 F. 2d 98, C.C.A. Ind.

### School District Taxation

Under the Texas constitution and statutes providing that bonds may be voted and taxes levied and collected by rural high school districts for constructing and equipping "school buildings," the question of fact as to what sort of a building would be necessary or useful for the purpose of conducting a public free school must be left to the determination of the governing authorities of a school district. Vernon's annotated civil statutes, art. 29221; Vernon's annotated state constitution, art. 7, § 3.—*Landrum v. Centennial Rural High School Dist.*, 146 Southwestern reporter 2d 799, Tex. Civ. App.

### School District Claims

The public school system is a matter of general concern and not a "municipal affair," and hence an ordinance was invalid as conflicting with the state law if the ordinance allowed only one month instead of 90 days, limited by the statute for the filing of claims for damages against the school districts, etc. Calif. statutes of 1921, p. 2221, art. 11, § 5; statutes of 1931, p. 2475, § 1; p. 2476; Calif. const. art. 9; art. 11, §§ 6, 8.—*Kelso's v. Board of Education of City of Glendale*, 109 Pacific reporter 2d, 29, Calif. App.

### Teachers

The purpose of the section of the New York education law, prohibiting a teacher in the New York City public schools from occupying or retaining more than one position under the board of education, is to eradicate the evil of dual employment in the city's school system. Education Law, § 872, subd. 8.—*Cohen v. Board of Education of City of New York*, 24 N. Y. S. 2d, 519, N. Y. App. Div.

The position of a "teacher" in the public schools of California is not an "office" but is strictly and essentially an "employment," and such employment is initiated by a contract.—*Kacsur v. Board of Trustees of South Whittier Elementary School Dist.*, 109 Pacific reporter 2d 731, Calif. App.

Under the Tennessee statute defining how and for what causes a teacher or a principal may be dismissed, a school board cannot discharge, for financial or economic reasons, a duly elected teacher holding a contract to teach. Code 1932, § 2325, subd. 10.—*Little v. Carter County Board of Education*, 146 Southwestern reporter 2d 144, Tenn. App.

A school board was not justified in dismissing a teacher which it had hired, merely because the school board had allegedly employed too many teachers and the services of all these teachers were not necessary. Code 1932, § 2325, subd. 10, 2327 a.—*Little v. Carter County Board of Edu-*

*cation*, 146 Southwestern reporter 2d 144, Tenn. App.

The California law does not require that all certificated employees of a school district should be paid the same salary. Calif. school code, § 5.731, § 5.751.—*Kacsur v. Board of Trustees of South Whittier Elementary School Dist.*, 109 Pacific reporter 2d 731, Calif. App.

The right of a school district governing board to fix the salary of a permanent employee must be reasonably exercised, and it may not be exercised in a discriminatory or arbitrary manner. Calif. school code, § 5.731, or 5.751.—*Kacsur v. Board of Trustees of South Whittier Elementary School Dist.*, 109 Pacific reporter 2d 731, Calif. App.

Under the New Jersey laws of 1935 providing that in the event of a reduction of the teaching staff due to a diminution in the number of pupils in the district, the teacher dismissed shall remain upon the preferred eligible list so that she shall be qualified whenever a vacancy shall occur, with full recognition for previous years of service which is prospective only, evidences a legislative intent that such preference was not implicit in the prior statutes. N. J. S. A. 18:13-19.—*Downs v. Board of Education of District of Hoboken*, 16 Atlantic reporter 2d 197, N. J. Sup.

The Massachusetts statute, providing that all contracts made by any department, board, or commission, where the amount involved is \$500 or more, must be approved by the mayor, applied to the contract of a school committee involving more than \$500 for the furnishing of transportation of school children, where the mayor's good faith was not in issue, and the reason given by him for the refusal to approve the contract was not unreasonable, arbitrary, or capricious, and the court could not intervene to compel him to take further action. G. L. (ter. ed.), c. 40, § 1; § 4; as amended by the Mass. statutes of 1932, c. 271, § 6; c. 43, § 29, amended by the statutes of 1938, c. 378, § 10; c. 71, § 37.—*Eastern Massachusetts St. Ry. Co. v. Mayor of Fall River*, 31 Northeastern reporter 2d 543, Mass.



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#### MORE PRACTICAL EDUCATION TREND CITED AT MEETING OF LOUISIANA SCHOOL BOARDS

Reality in Education was stressed by Dr. William F. Russell, Columbia University dean, in his talk before the opening session of the fourth annual convention of Louisiana State School Boards, in New Orleans, March 24-26. Dr. Russell pointed out that reality instead of illusion regarding social conditions must be taught to combat the intellectual faddists that are the first to be inspired and encouraged by agents of the dictators. The speaker pointed out that dictator methods of teaching the masses in Europe has been the rule in many countries. Constant repetition of propaganda is the system and the illiteracy of the masses has been the greatest boon to dictatorship.

The 700 delegates to the convention were welcomed by Commissioner Cave. George A. Treadwell of the Orleans Parish board welcomed the gathering, and Fred G. Thatcher, secretary, read his report showing a membership of 701, including the superintendents of the parishes. President C. T. Bienvenu, St. Martinville, told of the constant fight the board members have made for legislation that would be of help to education. He pointed out that the total state school budget has been increased by more than a million dollars. State Supt. John E. Cox discussed the state's educational program; R. R. Ewerz, State Director of Instruction, talked on "The State's School System in National Defense"; and J. W. Hawthorn, of the Rapides school board, took the topic, "The Parish School System in National Defense."

The morning session closed with a town-hall meeting on local school-board problems, particularly those affecting state laws and administration. Mr. Theo Hotard, who presided at the round-table session, said he was opposed for economic reasons to giving positions to married women teachers.

In the afternoon session, J. W. McKeithen, of Caldwell parish, in his talk, said that local school

boards should be allowed an annual turnover in teaching staff of from 3 to 5 per cent. The association adopted resolutions in favor of making the tenure law more flexible, voted to limit high school athletic competitions to youths under 19, and favored legislation making it possible for school boards to maintain student loan funds. Mr. John E. Cox, State Superintendent, was made a life member.

Governor Sam Jones, in his address, said that he was not so interested in seeing state schools decked out in finery and imposing façades as he was in the quality of education given there. He recommended an extension of vocational guidance in schools generally and particularly in institutions for handicapped persons, such as the blind and the deaf.

The meeting closed with the election of new officers for the year 1941. Mr. Theo Hotard, New Orleans, was elected president; J. E. Verret, Iberia, was elected vice-president; and Fred G. Thatcher, Monroe, was named secretary-treasurer.

#### FLORIDA SCHOOL BOARDS SEEK MORE STATE FUNDS

The fourteenth annual meeting of the Florida Association of School-Board Members opened in Tampa, on March 20, with nearly all 67 counties represented and 200 delegates in attendance. President R. P. Terry, Miami, presided at the opening of the general meeting.

A six-point legislative program, seeking more financial aid from the state for the schools, was adopted. The legislative program called for (1) the creation of a state tax commission to secure more uniform assessments and enforce collections of taxes, (2) a division of intangible taxes between the state and counties from which they are collected, (3) the enactment of a law placing railroads on the same basis as other taxpayers and requiring the same payment of penalties and interest on delinquent taxes, (4) a division of all revenue realized by the state from sales of land under the Murphy act.

Dr. Sidney B. Hall, state superintendent of public instruction for Virginia, criticized the educational program of the Federal Government as being in competition with the state school systems. Speaking on "Education and the Impending Crisis," he declared that we wouldn't have had 12,000,000 people out of work and on relief if the heads of our educational system had realized the needs of the rising generation a few years ago. He asserted there is a definite and vital need for the re-education and readjustment of millions of persons throughout the nation in their various lines of vocation.

Lieut. Commander J. W. Kelly, Washington, spoke briefly, pointing out that 420,000 persons had received instruction in national defense training programs since last July and up to January 15. He said that 170,000 persons are now enrolled in about 1000 defense training schools.

Mr. H. F. Hinton, state co-ordinator talked on "Trade Training on Military Reservations." E. G. Ludtke, of the U. S. Office of Education, discussed "Defense Training in the Southern Region." J. B. Monroe said the mechanical shop-work program is being revolutionized. B. L. McLaughlin and T. H. Rivers pointed out that there is a great demand for defense training courses. A. G. Driggers explained phases of the National Defense Training Program in CCC camps. Mr. Colin English, state superintendent of schools, pointed out that home-economics teachers have a great opportunity to improve the environment and health of students.

A discussion on national defense training was led by Robert D. Dolley, state supervisor, at a meeting of directors and supervisors. Representatives of vocational schools heard discussions of problems of equipment and appropriations for future equipment.

Plans for helping the Florida school system were discussed by Governor Holland at the general assembly in the evening session. He urged the support of teachers in strengthening tax-collection laws, equalizing assessments, and providing for the replacement of the gross receipts tax.



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The delegates voiced a demand that the next legislature provide funds for teachers' retirement as voted by the 1939 legislature. Under the law, teachers are eligible to retire at 60, but the State Board of Education has set the minimum at 65 because of lack of funds.

The need for teamwork between the classroom teacher and the school-board member was stressed at the general session by R. P. Terry, president of the State Association of High School Board Members. Urging an "understanding of the other fellow's point of view," he declared that there sometimes exists a wide gap between school-board members and teachers. "The school-board member," he said, "either does not possess the necessary education or, from a businessman's standpoint, does not thoroughly understand a teacher's problems." Mr. Terry urged a one-year leave of absence out of each seven for teachers to recuperate or pursue further study.

The association elected the following new officers for the year 1941:

President, Carl Widell, West Palm Beach; vice-president, R. P. Terry, Miami; secretary-treasurer, to be appointed later.

### FEDERAL CONTROL OF LOCAL DEFENSE EDUCATION

Defense training courses will be given priority in the nation's vocational schools, under a new plan proposed by Sidney Hillman, Associate Director General of the Federal Office of Production Management. Local representatives of the U. S. Employment Service will recommend to local schools the types of defense occupations for which workers may be trained, together with the number of persons who are to receive this training.

The plan, which co-ordinates defense training for unemployed workers with specific employer needs, has been approved and signed by Hon. John W. Studebaker, U. S. Commissioner of Education, and Ewan Clague, director of the bureau of employment security of the Social Security Board.

All classes for fitting workers into defense occupations will be established on the basis of facts known to the local state public employment offices. Training methods are to be devised to meet the specific defense labor needs of any locality where shortages may arise. The purpose of the plan is to foster a closer relationship than now exists between defense training and the known need for workers in the defense industry.

The determination of the immediate labor needs of defense employers is to be obtained by local public employment offices. The determination of the long-range needs in defense areas and defense industries is the function of the U. S. Bureau of Labor Statistics, working in cooperation with the U. S. Employment Service and other governmental agencies.

### THE HOT-LUNCH PROJECT IN NASHWAUK, MINNESOTA

In Nashwauk, Minn., prior to 1939-40, a hot lunch was served to bus pupils only, and a small charge was made for this lunch. Following a study of the number of pupils coming from needy families living within the village of Nashwauk, a recommendation was made to the school board that the hot-lunch project be extended to all in the school who wished to participate in it.

Due to this extension, surplus commodities were made available to the school, and two WPA cooks were provided to assist the former force in the preparation and serving of foods. It was also necessary to add another dining room and equip it, besides purchasing dishes and cooking utensils.

The county relief department assisted the school authorities by designating the pupils who are entitled to receive free lunches; all others are charged the approximate cost of the meals. A good plate lunch is served for 10 cents to those who pay, and free to other pupils. Additional food on the cafeteria plan is available, at low prices, to those who desire more than the plate lunch.

Three WPA workers have gardens under the direction of the agriculture teacher during the

summer and a considerable amount of vegetables used in the lunchrooms are canned.

During the year 1940-41 the lunchroom reported sales of meal tickets, amounting to \$660.80. The milk purchases amounted to \$33.60. The expenditures included food purchases, \$1,469.73; equipment, \$101.95; laundry, \$51.19; ways, \$1,607.43; towels, soap, etc., \$27. The number of meals served reached 16,383; the number of free lunches was 5598; the number of days meals were served was 176; and the average number of persons served was 93.

### OHIO SCHOOL BUSINESS OFFICIALS WILL MEET IN COLUMBUS

The annual meeting of the Ohio Association of Public-School Business Officials will be held in the Seneca Hotel, at Columbus, on May 9. Mr. R. S. Wenzlau, president of the association, will preside.

Mr. Thomas G. O'Keefe will open the meeting with a talk on "The School Employees' Retirement System." Mr. Walton B. Bliss will follow with an address on "The School Legislative Program." There will be a round-table discussion on "National Defense School Problems," with Mr. A. F. Neinhuser, of Cleveland, presiding.

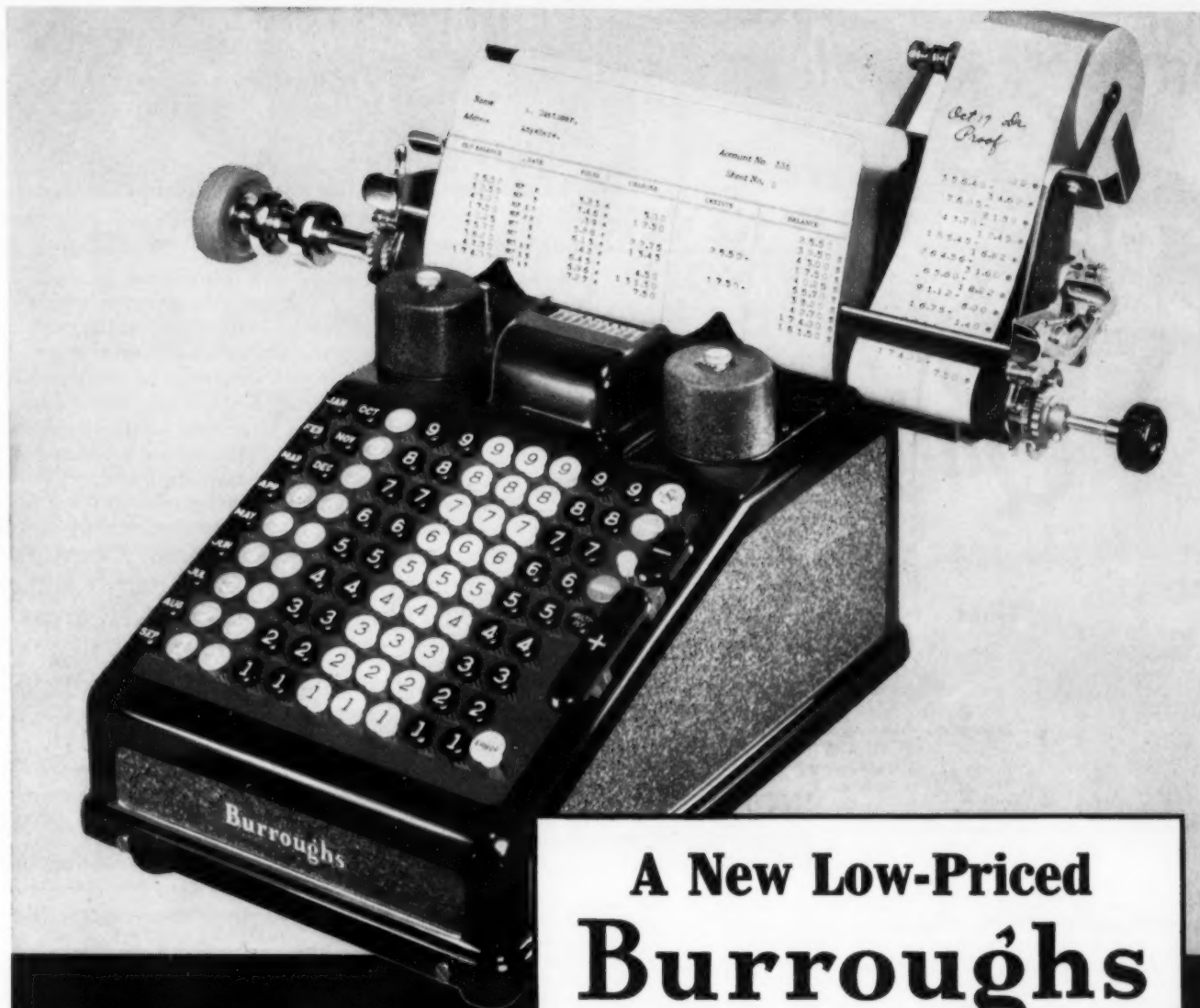
### SCHOOL-BUILDING CONSTRUCTION

During the month of March, 1941, Dodge reports contracts let for 183 school and college buildings, in 37 eastern states. The total floor area will be 1,364,000 sq. ft., and the valuation \$7,122,000.

In 11 states west of the Rockies, new building contracts were let for 28 buildings, costing \$1,631,300. Additional projects in the number of 34, to cost \$2,056,000, were reported in preliminary stages.

### SCHOOL-BOND SALES

During the month of March, 1941, school-bond sales amounted to \$6,918,470, at an average interest rate of 2.33 per cent. Sales of refunding bonds and tax-anticipation notes reached the low mark of \$935,000.



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### School Finance and Taxation

#### NEW YORK BUDGET CUT

The mayor of New York City has approved a school-board budget estimate for 1941, calling for \$145,403,000, which is a reduction of \$6,600,000 from the previous estimate of \$152,006,000. It is not known precisely how many teaching positions or school activities may be affected by this drastic cut in funds, but Mayor LaGuardia has given assurance that no teacher will be laid off because of the cuts. The mayor pointed out that any teacher whose position is abolished would be absorbed by being assigned to leave-of-absence vacancies, including those caused by sabbaticals. At present only substitutes are being assigned to classes of teachers on sabbatical leave.

#### FINANCE

♦ The Rhode Island State Board of Education has proposed a new program of financing for the state schools, to be worked out over a period of years by raising the budget standards in cities and towns. The board has set a standard, calling for a minimum expenditure of \$80 per pupil.

The board, in submitting a 167-page report, has urged the adoption of a revised state aid program to correct gross inequalities of educational opportunity throughout the state, marked difference in ability to support good schools among the towns and cities, the serious plight of overburdened taxpayers, and the lack of sufficient tax leeway in towns and cities for the efficient operation of home rule of schools.

♦ Rochester, N. H. The board of education has adopted a budget of \$137,624 for the school year 1941, which is a reduction of \$1,245 from the estimate of 1940. The budget suffered cuts in the items of teachers' salaries, textbooks, janitors'

salaries, janitors' equipment, fuel, light, and equipment.

♦ Louisville, Ky. The school board has received a report from the lunchroom department, showing that it conducted a substantial business during the year 1940, with sales of \$296,757, and a surplus of \$6,910. The net worth of the department is \$32,879. For the five-year period from 1936 to 1940 the department showed a profit of \$41,593.

♦ Waukesha, Wis. The board of education has approved a school budget for the year 1941, calling for an appropriation of \$260,422. The largest item is \$214,800 for salaries of teachers.

♦ Milan, Mo. For the first time in the history of the public schools, the maximum-levy proposition was unanimously approved at the recent annual school election.

♦ Santa Ana, Calif. The county supervisors have effected the sale of \$20,000 in tax-anticipation notes, on a basis of 1½ per cent interest. At the same time, the board sold \$182,000 in bonds of the Huntington Beach elementary district to a Los Angeles bonding house, on a bid representing a net interest charge of \$21,847 to the district over the maturing period ending in 1953.

♦ Dr. Eugene B. Elliott, State Superintendent of Instruction of Michigan, has issued a statement, in which he suggests the need of \$5,000,000 immediately to relieve the school shortage in the state. Dr. Elliott explained to the legislators that studies show that the civilian population increases one and one third persons for every soldier stationed in army camp areas such as Camp Custer. This means that Battle Creek would have a 30,000 population increase and the city would have a serious problem in financing its school operations during the next two-year period until state aid can be accelerated.

♦ Central Falls, R. I. A school budget of \$223,901 has been adopted by the school board for the year 1941. Of the total, \$200,451 will be obtained from taxation. The largest item is \$142,000 for salaries of teachers.

♦ Concord, N. H. The Union School District has approved a budget of \$372,147 for the school year 1941, which is an increase of \$321 over the estimate for 1940. Increases in teachers' salaries, under the budget, will amount to \$10,000.

♦ Coventry, R. I. The school board has adopted a budget of \$97,853 for the year 1941, which is a reduction of \$2,346 from the estimate of the year 1940. The amount to be raised by taxation is \$69,888.

♦ Glasgow, Ky. The school board has voted to refinance its outstanding bonds of \$50,000, at a lower rate of interest. The bonds which formerly carried an interest rate of 4 per cent, will be refinanced at 3 per cent, and they will be retired over a 12-year period, with a saving of approximately \$3,800.

♦ Danville, Ill. The board of education has received bids for the construction of the Lincoln School, to cost \$135,000. Bonds in the amount of \$40,000 have been voted for the remodeling of the Garfield School.

♦ Carroll, Iowa. The board of education is completing a grade school and industrial-arts building, to cost \$100,000.

♦ Washington, D. C. An emergency school-building program has been presented to Congress for consideration and approval. The program, which was prepared by the board of education, includes a request for additional funds for the construction of the proposed new school buildings. The new construction has become necessary because of increased school enrollments and new housing developments in the southeast section of the city.

♦ Bellefonte, Pa. The school board has received bids for the construction of a high school building, to cost approximately \$276,000.

♦ Griffin, Ga. The board of education is completing three school-building projects, comprising the fourth-ward elementary school, costing \$70,000; the West Griffin elementary school, costing \$60,000; and the Central elementary school, costing \$90,000.

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## New Books

### Custodian at Work

By Nelson E. Viles. Cloth, ix-391 pages. University Publishing Company, Lincoln, Neb.

This book, addressed primarily to janitors, embraces a rather complete discussion of the broad duties performed by the school employees entrusted with the management, maintenance, and repair of school buildings and grounds. It opens with three general chapters, taking up (a) the place and use of the school building in education, (b) the qualifications and obligations of the janitor, and (c) the organization and administration of custodial service in the city and rural schools. The second group of chapters describes the tools, materials, and procedures of school housekeeping as applied to (a) cleaning floors, (b) cleaning special areas of school buildings, (c) care of outdoor portions of the plant, (d) the care of electrical apparatus and of special equipment. A significant chapter on safety and the safe management of janitorial duties quite naturally leads to a discussion of a planned work program and of planned, long-range programs of (a) the care of floors, (b) the maintenance and reconditioning of the leading types of flooring materials. A group of carefully reasoned and informative chapters take up (1) the principles of heating and ventilation, (2) fuels and combustion, (3) the firing of the furnace, (4) the care of heating and ventilating apparatus, and (5) periodic care and repair of boilers, fans, and minor apparatus. A final group of chapters are devoted to annual repair and major maintenance and the improvement of the janitor as an efficient employee.

The author, who is head of the State Department of School Building Service for Missouri, and head of the Missouri State janitorial train-

ing schools, has approached his task with a broad understanding of the educational, social, and economic purposes of adequate school janitorial and engineering work. He has had excellent opportunities for observing the problems usually met with in small and medium-size school systems, and he has himself directed and trained janitorial staffs. His approach is thoroughly practical. He recognizes the fact that school executives and school janitors want neither a theoretical discussion of their problems nor a dogmatic statement of rules to be followed, but that they will apply to their everyday work a reasoned discussion of methods and materials which have proved successful in a wide variety of circumstances.

The book avoids very neatly suggestions of standardizing practices. It urges rather, that each problem be attacked from the standpoint of doing the best possible job with the men and the means at hand, and that there be a constant effort to improve the quality and reduce the cost of the work. The chapters on daily and periodic cleaning take into account the new and the old types of floors and interior finish and suggest a constant adjustment of methods and materials to local situations. The effective chapter on safety points out the avoidable hazards and sets up safety for pupils and teachers as an attainable ideal.

The author has carefully avoided the error of discussing building maintenance and repair problems, which are of interest only to the superintendent of buildings and the other school-business executives in the central school office. These officials would perhaps appreciate the expansion of the chapters on the cost and organization of annual repair programs, methods of conducting major inspections, etc. They would have also appreciated an expression from the author on the spirit and the essential element of comprehensive personnel policies under which janitorial staffs may grow in efficiency and work in contented service. Much needs to be done in our cities for

bettering the policies of employment, promotion, and retirement of janitors, for giving them security and insuring their social and economic welfare. All this properly belongs in another book which it is hoped Dr. Viles will write.

The present book, with its complete discussion of school-plant problems, and its definite recommendations for cleaning and maintenance methods, is a must item for every school-business office. It would not be amiss if a copy were placed in the hands of every janitor, to be used for reading and reference, and to be made the center around which a carefully planned series of lectures and demonstration meetings would be organized.

### Thorndike-Century Senior Dictionary

By Edward L. Thorndike. Cloth, 1104 pages. Price, \$2.48 list. Scott, Foresman and Company, N. Y.

This modern dictionary defines carefully and completely 63,000 words most likely to be needed by the average person over 12 years of age. The entries include such newly coined words as "pursuit plane," "bombproof shelter," and "animated cartoon." Sterile definitions obscured by difficult words, abstruse ideas, and involved constructions have been avoided and archaic, technical, recondite meanings have been excluded.

The entire pronunciation system comprises only eight symbols and the short and long sounds. Duplication in different symbols for the same sounds has been eliminated. For example, one symbol the *schwa* replaces the eight different symbols used to denote the neutral sound in the unaccented syllable. Other distinctive features are the use of 2300 pictures and 15,000 sentences as explanatory aids and the insertion of the gazetteer and the biographies in the dictionary proper.

### Using Words

Second Year. By Lillian E. Billington. Cloth, 78 pages. Price, 44 cents. Silver, Burdett & Company, New York, N. Y.

The subtitle of this book, which is available in workbook and in textbook form, is suggestive:





● Shreve, Lamb and Harmon designed and executed the beautiful Hunter College in New York City, one of the nation's most respected institutions for the training of teachers. Heywood-Wakefield Tubular Frame Furniture is shown in a model grade school classroom of Hunter College above.

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**All Aboard for Alaska**

By DeVon McMurray. Cloth, 159 pages. Price, 95 cents. D. C. Heath & Company, Boston, Mass.

This book is a real novelty. It is an American boy's account of his trip from Indianapolis to Alaska, via the beautiful inside passage of British Columbia. The geographic and industrial observations of the boy make the book a useful social science reader for the middle grades.

**Yukon Holiday**

By Felice Fieldhouse. Cloth, 230 pages. Price, \$2. Longmans, Green & Company, New York, N. Y.

The Yukon country held such fascination for Frances Ramsey that, hearing by chance of a Northerner looking for a school teacher, she jumped at the opportunity to live a year in a settlement at Fort Windsor.

Getting to know and love these people, learning to drive a dog sled, making exciting hunting and trapping trips, rescuing a starving trapper and his faithful dog, are only a few of the many adventures which the young teacher met. The book will charm girls who love adventure and boys will find it interesting.

**New Vocational Mathematics for Boys**

By William H. Dooley and David Kriegel. Cloth, xiv-349 pages. Price, \$1.64. D. C. Heath & Company, Boston, Mass.

This work, a complete revision of a work first issued in 1915, departs radically from the usual general mathematics. Except for the first eight chapters, which review the basic principles of arithmetic, algebra, geometry, and the trigonometry of the right angle, the work is directly applied to the four broad industrial fields of (1) carpentry and building, (2) plumbing and heating, (3) machine-shop practice, (4) electrical industries. Throughout the book, the mastery of principles and the development of skills, in the solution of problems is strongly motivated by the use of concrete situations in the trades, appeals to the self-interest of students, and references to trade usage.

**Leaders in Education**

*A Biographical Dictionary.* Edited by J. McKeen Cattell, Jacques Cattell, and E. E. Ross. Second Edition. The Science Press, Lancaster, Pa.

A biographical dictionary, following the lines of American Men of Science, and concerned with the whole of education.

**The Three R's Are Basic in San Diego (Calif.) City Schools**

Paper, 14 pages. Published by the Board of Education at San Diego, Calif.

This booklet tells, in picture and story, the various forms of schoolwork carried on in the schools, ranging from reading and writing to bookkeeping, geometry, and library procedure.

**Ten Years of Research in Reading**

By Arthur E. Traxler. Paper, 195 pages. Educational Records Bureau, New York, N. Y.

The present bulletin brings together under one cover an annotated bibliography and a brief summary of the more important studies of reading published during the period from 1930 to 1940. The emphasis, which is placed on research literature, is of particular interest to teachers of reading in elementary and secondary schools and colleges, especially those engaged in diagnostic work and remedial and corrective teaching. In this study an attempt has been made to include significant studies of the causes of reading disability, a diagnosis of reading difficulties, and the remedial and corrective teaching of reading. It is brought out that considerable more attention should be paid to reading interests of pupils. Data submitted in a study of the reading of a group of university freshmen, indicated that elementary and secondary schools develop very little interest in reading, and that one of the important problems faced today is that of improving the reading interests of pupils. The problem of teaching pupils to read good literature lies in making this literature available in quantity, in providing situations where they may be read profitably, and in allowing leisure for their use.

**Physical Health, Individual and Group, Rock Island, Illinois.**

Paper, 10 pages. Published by the Board of School Dist. No. 130, Cook County, Ill.

This booklet offers an outline of procedures for bringing together the various aspects of the physical-education facilities provided by the Rock Island school system. The material includes the objectives and an outline of the major elements (suggested by the American Youth Commission of 1941) for physical education, health-habits education, physical examinations and remedial attention, foods and diets, recreation, etc.

**To Whom May Aggrieved Teachers Appeal?**

Prepared by N. E. A. Committee on Tenure. Paper, 47 pages. Price, 25 cents. The Educational Research Service, National Education Association, Washington, D. C.

Proper channels for making requests, compiling information, and filing appeals are easily recognized by ad-

ministrative officers. While many school executives have had courses in administration and school law, most teachers have not had this background of experience and they are not able to meet an emergency situation.

The present report, based upon state school codes and court decisions, will serve as a preliminary guide in a situation which often appears confusing. It includes (1) a summary of statutory appeals from local school boards and officers, and (2) a state-by-state digest of statutes and court cases.

**Stanford Achievement Test—Form D**

By Truman L. Kelley, Giles M. Ruch, and Lewis M. Terman. Price, \$1.10; specimen set, 20 cents. World Book Company, Yonkers, N. Y.

These tests embrace reading, language usage, arithmetic reasoning and computation, literature, social studies, elementary science, and spelling. Each test is offered on a primary and intermediate and advanced level.

**Teaching Mathematics with the Monroe Educator**

Paper, 27 pages. Published by the educational department of the Monroe Calculating Machine Company, Inc., of Orange, N. J.

The Monroe Company has conducted experiments which indicate directly that the use of the calculating machine in the arithmetic classroom motivates the work. It is also an important influence upon class discipline and management. For these reasons, teachers regard the calculator as an invaluable piece of classroom equipment in the commercial department.

The present pamphlet indicates the several advantages in the use of a Monroe calculator in the teaching of mathematics. Examples are given of its practical use in addition, subtraction, multiplication, and division.

**Annual Report of the United States Commissioner of Education, 1940**

Paper, 105 pages. Price, 20 cents. Superintendent of Documents, Government Printing Office, Washington, D. C.

The report for the year ending June 30, 1940, summarizes many activities of the Office of Education and reflects progress made in studying educational problems and meeting educational needs. It covers the first complete year that the Office has functioned as a part of the Federal Security Agency to which it was transferred in 1939.

**Subject Index to Books for Intermediate Grades**

Compiled by Eloise Rue. Cloth, 495 pages. Price, \$4. The American Library Association, Chicago, Ill.

A comprehensive index to the main content of books valuable for use in intermediate grades of schools.

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### Publications of Interest to School-Business Executives

#### Handbook for School Custodians

By Alanson D. Brainard. Paper, 170 pages. Price, \$1. Contributions to Education No. 16, Bulletin No. 137, December, 1940. Published by the University of Nebraska, at Lincoln.

Rapid progress has been made in recent years in the development of techniques for the care and maintenance of school buildings and grounds. Practice has, however, not kept pace with the advance in the technique. The present handbook is intended to overcome this handicap and to serve as a guide to building custodians. The authors have emphasized only those phases of information and those techniques in which the school staff is interested. Among the phases covered are training of the custodian, working schedule, supplies and equipment used, treatment and care of floors, care and cleaning of school equipment, care of heating and ventilation, fire prevention, lighting, maintenance of buildings, and care of the school grounds. The book is intensely practical.

#### Annual Financial and Statistical Report of the Board of Education of the City of New York, for the Fiscal Year 1939-40

Prepared by the Division of Statistics of the Bureau of Finance, Board of Education. Cloth, 167 pages. Published by the board of education, New York, N. Y.

The report contains financial and physical data, together with statistical statements covering the financial transactions and physical developments during the fiscal year, July 1, 1939, to June 30, 1940. Part I contains financial tables, statistics, and graphical illustrations; Part II contains a detailed tabular section showing the financial and physical data of each property; Part III contains the real estate section showing the realty transactions and improvements during the year.

#### Effects of Classroom Lighting Upon Educational Progress and Visual Welfare of School Children

By Matthew Luckiesh and Frank K. Moss. Paper, 24 pages. General Electric Company, Nelo Park Engineering Department, Cleveland, Ohio.

This report contains the findings of a three-year study of lighting made in an elementary school in Joplin, Mo. The present data are considered to be highly significant not merely because of the duration of the test period, but

also because of the careful planning and executing of all phases of the research from the initial installation of the lighting to the final interpretation of data.

As a result of the study, it is concluded that improved lighting definitely and significantly increases educational progress. In the present state of school lighting in which low levels of illumination prevail, the authors hold that the fact that a decisive gain in educational progress was obtained by a moderate improvement in lighting appears to be of greater importance than the exact magnitude of the educational gain.

#### Secretary's Annual Report for June 30, 1940, Tacoma, Wash.

Paper, 20 pages. Issued by the board of education at Tacoma, Wash.

The annual report of the Tacoma School Dist. No. 10, for the year ending June 30, 1940, containing essential information on general fund receipts and disbursements, assets and liabilities, general statistics, and a statement of attendance and apportionment.

#### Costs Per Pupil in Ohio City and Exempted Village School Districts, July 1, 1939, to June 30, 1940

Compiled by T. C. Holy and Roy Wenger. Paper, 20 pages. Published by the Bureau of Educational Research, Ohio State University, Columbus, Ohio.

This report presents an analysis of the current expenses and total payments per pupil in average daily attendance in 100 Ohio city and 79 exempted village school districts. Practice and Theory on Functions of Township School Treasurers

By Herbert B. Mulford. Published by the author, at 835 Elmwood Ave., Wilmette, Ill.

This study seeks to crystallize the school thought on the treasurers' relationships with the school office, and brings up many important matters for consideration. There appears to be a sharp difference of opinion in respect to the obligation of the treasurer to handle all moneys of the school district as indicated in the state law. Duplication of bookkeeping and other similar activities seems to incur waste. Many of the practices in use conflict with the provisions of the law, yet in many respects they may be more efficient than if performed in the light of enlarged business and inaccessibility of the treasurer on the spot. In the larger school-board offices marked changes in accounting have been affected, and suggestions for improvement must come from this area.

#### Fluorescent Lamps and Lighting

By W. G. Darley and L. S. Ickis. Paper, 15 pages. Reprinted from the proceedings of the twenty-ninth annual meeting of the National Association of Public School Business Officials.

In the past, the hindrances to the achievement of optimum illumination have been: the capacity of installed conduits and wiring; radiant heat from the light sources, and the total heat released in air-conditioned areas; glare resulting from large areas of relatively low brightness. The characteristics of the fluorescent lamp can be utilized to provide substantial relief in all these respects. Higher standards must now be met with lamps of relatively low lumen output per foot; therefore, with a comparatively large number of lamps. This in itself brings the urge for effective light control and high utilization. Since the characteristics of the accessory equipment do not permit a substantial increase in output from a given luminaire, it becomes necessary in the application of fluorescent lamps to take into account not only the normal losses but to anticipate the illumination requirements for the life of the installation.

The advent of the fluorescent lamp has made it possible to closer approach nature's intended environment in the classroom. Progress has made it possible to control noise, ventilation, temperature, and now, finally, to provide a light almost duplicating daylight. It appears as though progress has made it possible to reproduce man's natural outdoor environment indoors, with all conditions fully controllable.

#### Schoolhouse Floors

Prepared by C. L. Wooldridge, chairman of committee. Paper, 16 pages. Bulletin No. 8, 1941, of the National Association of Public School Business Officials, at Pittsburgh, Pa.

This is a report on the findings of a committee on floors regarding types of floor materials and specifications for laying different kinds of flooring. The report, which is in two parts, discusses (1) the best type of floor materials for each of the several schoolhouse services, and (2) the methods for installing or laying these floors. There has been a need for an unbiased report on this important problem.

#### Care of Children Coming to the United States for Safety

Paper, 28 pages. Publication No. 268, July, 1940. Price, 10 cents. U. S. Department of Labor, Children's Bureau, Washington, D. C.

Standards prescribed by the Children's Bureau for the proper care of children entering the United States from the European war zones. A total of 184 child-caring agencies in 34 states have been designated by the Bureau for immediate service in the placement and supervision of European children. The standards have been based on the policies and practices accepted and used by qualified agencies in providing care for American children.

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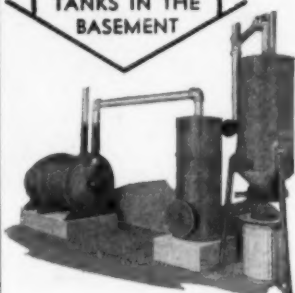
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### THE CONVENTION OF WISCONSIN SCHOOL BOARDS

The state of Wisconsin holds county and district conventions all the year round. They are under the guidance of the county superintendent and the State Department of Public Instruction. Once a year, however, the Wisconsin Association of School Boards meets at some central point. The convention of 1941 was held at Madison, on April 18 and 19. Simultaneously, the Wisconsin Association of School Administrators, representing the superintendents and principals, met in joint sessions with the school-board members. Thereafter separate sessions were engaged in.

The keynote of the first joint session dealt with the subject of "Health and Physical Education." Supt. Fred L. Witter, of Burlington, presided. The speakers consisted of outstanding health experts. The sectional meetings concerned themselves with the problems of school boards and those encountered by the administrators.

### School Boards — Being and Doing

Considerable interest was centered on a discussion which reflected the estimate of professional workers on what school boards ought to be and to do. Supt. William C. Giese, of Racine, led off with a talk on "What School-Board Members Should Be and Do." He prefaced his talk with the statement that it is a rather hazardous undertaking for a superintendent to say what he wants the school-board members to be. His board, however, had permitted him to be entirely frank in expressing his views.

There is no literature, he held, that tells us exactly what the modern board of education and its personnel really is. Observation tells us, however, that the membership of a school board consists of a higher type of citizenship than that found in city councils. At any rate, the school official is more immune to selfish influences.

"It has been my experience," stated Superintendent Giese, "that the school-board member can ward off undue pressure by holding to the fundamentals of popular education. The schools exist for the education of the child, and not for the benefit of the board members or the teaching personnel. Here we find that the intelligent board member not only can weaken undue pressure but

he also finds that the prominent citizen who has come forward to ask for something unreasonable is also subject to pressure by those who want that something. The prominent citizen wants to be equipped with an alibi, and usually recedes gracefully.

"The school-board member should be coldly objective. If he realizes that he is on the policy-making side of the school-administrative service he will also recognize that there must be delegated authority and that he cannot afford to meddle with the purely professional labors of a school system and with the myriad matters of detail. He may find it difficult at times to resist influences which are likely to divert from the true scope and function of his job.

"Thus, it may be hard to deny favors to our friends, and our friends are always among the very best people. But, the question must be asked and answered whether the request is in the interest of the children and the community. . . . There is one type of school-board member who is too free in making promises. In his zeal to serve and to please he is apt to sail in troubled waters. He should always remember that as an individual member he has no authority. Only the collective body can act and devise. And here it remains that when a school board becomes a busybody it is no longer an efficient body. The dangerline is approached when the board encroaches upon the domain of the professional.

"The board of education is, after all, a policymaking body who function as legislative, judicial, and administrative. Its function is not so much to do things as it is to get things done. The superintendent must have the authority to initiate, to introduce, and to recommend. The board has the authority here to approve or to reject, and must square proposed professional departures with practical expediency and judgment."

The school-board member who has championed the appointment of a teacher aggressively in defiance of the superintendent's recommendation, will find himself in an embarrassing position if that teacher proves incompetent and is due for dismissal. A well-organized school board at all times supports the superintendent in every reasonable proposal.

The state of Wisconsin employs a number of school inspectors. They concern themselves with the quality of the professional services rendered the local school systems. Superintendent Giese suggested recently that while the inspectors were inspecting the schools, why not inspect the school board also. The result was that the board of education yielded to what might be called an inspection. A conference was called, attended by the school directors. The discussions engaged in by the members soon convinced the state official that the board measured up to all the higher standards of a governing body.

### The Rural School Board

The appearance of Miss Lois G. Nemec, elementary school supervisor, State Department of Public Instruction, commanded great interest. She had been a one-room country school teacher and gradually rose to a wider field of service. She cited her experiences with rural school boards and gave her estimate of what she believes they ought to be. She summarized her conclusions in five points: First, the school board should investigate the teacher before hiring her. Such investigation will obviate misunderstandings and embarrassments later on. Second, confidence should be placed in the teacher. A helpful attitude should be maintained toward her. Third, the board should maintain a general interest in the nature of instruction and the progress made by the school. Fourth, the board should follow a fair, honest, and businesslike policy in dealing with the teacher. Fifth, appreciation should be expressed for a job well performed.

Miss Nemec described an instance where a school secretary told an applicant for a position that she must be able to sing and play the piano and lead in girl-scout work. She must not go to dances or have a boy friend. The president incidentally phoned her and said: "We want a teacher who is neat in dress and manner, a good social mixer, with a little devil in her eye."

She pointed out the impressions gained by the young teacher who enters upon her task for the first time in a country school. If she is treated kindly she becomes strong and confident in her work. If the school directors are unsympathetic and critical she is easily discouraged. Other discussions touched upon the integration of vocational studies in the modern rural course of study. Matters of legislation also came under consideration.

The election resulted in the re-election of all the present officers as follows: president, Samuel P. Myers, Racine; vice-president, C. E. Treleven, Nekosa; vice-president, W. J. Sleeman, Superior; executive secretary, Mrs. L. Bannerman, Wausau; treasurer, C. D. Rejahl, Beloit.

### NEWS OF SUPERINTENDENTS

● MR. W. D. OXFORD, of Sale City, Ga., has been elected superintendent of schools at Doerun.

● SUPT. H. L. BROTHERTON, of Rossville, Ga., has been re-elected for a fourth term.

● D. V. SPENCER, superintendent of schools at Jackson, Ga., has been re-elected for his fourteenth year.

● SUPT. C. D. HOWELL, of St. Bernard, Ohio, has been re-elected for a five-year term.



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**W**HILE Pasteur and his contemporaries were fighting the combined forces of superstition and disease to lay the foundations for modern bacteriology, another young man was designing a microscope that would help immeasurably in spreading the benefits of science to all mankind.

While Pasteur was proving that heating would destroy the organisms that were making French wines turn bitter, and perfecting the pasteurizing process that makes his name immortal, in

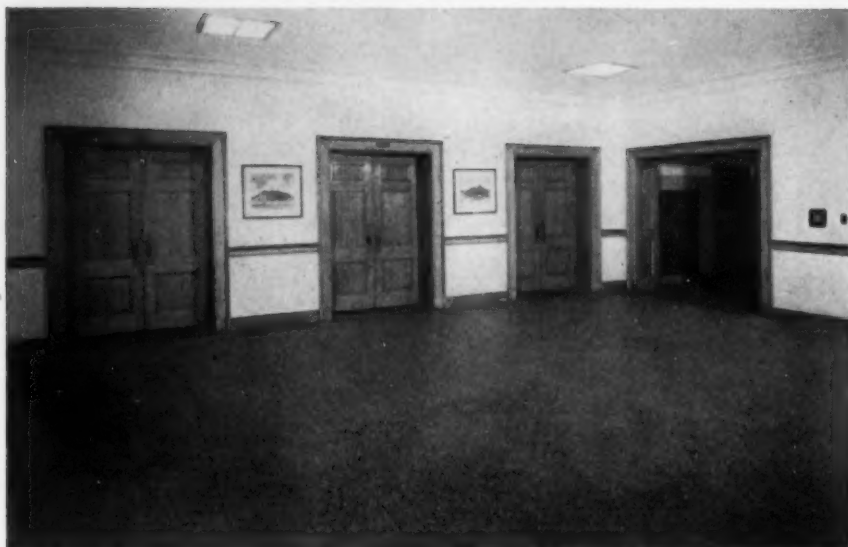
America, Edward Bausch was computing his own objectives, grinding his lenses and fitting the parts for the first Bausch & Lomb Microscope.

While Pasteur was proving his procedure for the cure of rabies by saving the life of the little Alsatian peasant, Joseph Meister, Edward Bausch was working day and night to demonstrate his belief that quality microscopes could be made in quantities and at such prices as to bring them within the reach of all students and research workers.

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2. **COMFORT.** Finished Terrazzo is *easy to walk on*. It is less slippery than any waxed surface. Furthermore, Terrazzo can save you enough money to acousticate your ceiling, thus giving you a very low noise level.
3. **CLEANLINESS.** Terrazzo can be sealed so as to be practically non-absorbent. Its smooth, jointless surface *cleans easily*...can harbor no accumulation of microscopic or microscopic germs. It is aseptic.
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THE NATIONAL TERRAZZO AND MOSAIC ASSOCIATION

## Teachers' Salaries

### ANN ARBOR ADOPTS POLICIES GOVERNING TEACHERS' SALARIES

The board of education at Ann Arbor, Mich., has adopted new policies governing the salaries of members of the teaching staff. All teachers will be classified and salaries will be paid on the basis of their educational preparation and teaching experience. For teachers with an A.B. degree from a recognized educational institution, the base in computing the salary will be \$1,300; for teachers with an A.M. degree from such an institution, the base in computing the salary will be \$1,400. All teachers must present evidence of past teaching experience.

For each year of evaluated experience prior to employment in the schools, there will be added to each teacher's base salary an additional \$100 for

each year of such experience up to a maximum of six years.

For teachers possessing an A.B. degree there will be added an increase of \$100 each year in service, until a salary of \$2,100 is reached. Further increases may be given on the basis of \$50 per year, until a maximum salary of \$2,350 is reached. For teachers possessing an A.M. degree, there will be given an increase of \$100 per year in service, until a salary of \$2,200 is reached. Further increases of \$50 per year will be given until a maximum salary of \$2,500 is reached.

Under the new rules, all diplomas, certificates, degrees, and experience of incoming teachers must be evaluated by the regular agents of the board. In initial employment the placement of each teacher in the salary schedule will be based upon such evaluation.

### TEACHERS' SALARIES

♦ Muskegon, Mich. The school board has approved a plan for giving credit to teachers with previous experience. It was decided to give in-

creases of \$10 per month to teachers below the schedule. Under the plan, full credit for teaching experience in other systems will be allowed for the first four years, half credit for the next six years, and no credit beyond ten years.

♦ Mansfield, Ohio. A committee representing the teachers' association, has asked the board of education to adopt a single salary schedule under which teachers with the same training and experience would receive like amounts. The plan would enable a teacher in any department to earn a maximum of \$2,100 a year provided they possessed the requisite degree and teaching experience.

♦ East Peoria, Ill. The board of education, through its finance committee, has begun plans for increasing the salaries of teachers and other school employees. The board is of the opinion that living costs are higher than formerly and that higher salaries are necessary for the school employees in order to maintain their standard of living. All of the proposed increases will be on a flat percentage basis, so that the basic salary schedule will not be affected.

♦ Norfolk, Neb. Fifty-seven teachers in the city schools have been given salary increases, ranging from \$50 to \$200 a year. The total salary increase will reach \$5,150.

♦ Kalamazoo, Mich. The board of education has undertaken a study of teachers' salaries with a view of an adjustment of salaries. The proposed schedule will involve provisions for giving due credit both to training and successful experience, and will seek to keep the salaries of teachers on a comparable basis even though it may be necessary to make reductions. It was pointed out that an increase in state aid might be necessary to carry out increases in salaries. Funds may be lacking to insure more than a very small increase for each member of the teaching staff.

♦ Ironwood, Mich. Supt. Arthur E. Erickson has presented to the school board, an outline of a proposed salary schedule, to be based on training and experience of instructors. All increases for experience ratings, to be paid during the 1941-42 school year, will be dependent upon proof that the instructor has attended a summer school during the summers of 1938, 1939, and 1940.

♦ Darien, Conn. The school board has adopted new rules governing the selection of teachers in the school. No candidate with less than one year's successful teaching experience will be given consideration for a teaching position. Where training, experience, personality, teaching success, and other factors are equal, the final decision will be based on securing the best available person.

♦ Weyauwega, Wis. The school board has approved a resolution, providing that all teachers be allowed five days of sick leave. All unused sick leave will be accumulative to 20 days.

### DISTRICT OF COLUMBIA SCHOOLS OFFER DEFENSE COURSES

The public school system of Washington, D. C., during the school year 1940-41, has made a significant contribution to education through the provision of educational opportunities for enrollees in the National Defense Training Program.

Under the program, many unemployed men and women from the rolls of the WPA have been given training in various skilled trades. This program which is still in effect, offers pre-employment courses five nights a week, to enrollees and unemployed, from 12 midnight to 8 a.m.

Supplementary courses are also given five nights each week, from 6 to 10 p.m., for employed men in the trades who desire additional training for their work.

Under the out-of-school-youth program, trade courses are being offered to youth between the ages of 18 and 25, three evenings per week, from 6:30 to 9:30 p.m. Another group of courses are offered to NYA students five days a week, from 3 to 6 p.m.

The work is being conducted in four schools and includes such subjects as electrical work, auto mechanics, sheet-metal work, welding, machine-shop work, drafting and blueprinting, mechanical radio, patternmaking, forge and foundry work, radio servicing, cabinet- and millwork.



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floors. Produces a  
tough, trackless  
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### HILLYARD'S HIL-BRITE WAX

Dries bright in 20  
minutes, eliminates  
rubbing, buffing or  
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tenance costs.



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**O**F THE various types of floors made today . . . Hillyard's have treatments and maintenance products made especially for each type floor. There is no guess work about the ingredients that go into Hillyard Products, thru long years of research, laboratory tests and actual use Hillyard technical engineers know just what floor treatment each type of floor requires.

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**L**EADING Flooring Manufacturers, Contractors and Architects **APPROVE** Hillyard Floor Treatments and Methods. There is a Hillyard Maintenance Engineer in your community ready to serve you and help solve any floor maintenance problem you may have. Call or wire us—the Consultation is **FREE**.

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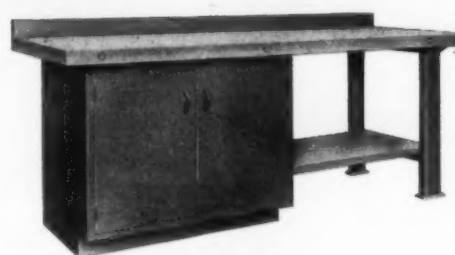


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Their route of march is by way of civil vocational schools, Army and Navy vocational schools and shops, industrial defense plants, and materials-testing research and control laboratories all over the land.

Sheldon Engineers and Craftsmen with a background of over 40 years of trial and error experience in building shop benches present the units illustrated as well as almost 200 other designs to meet your total shop bench requirements.

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### News of Superintendents

- SUPT. S. C. HADDOCK, of Americus, Ga., has been re-elected for a fourth term.
- SUPT. C. A. BRAY, of Carnesville, Ga., has been re-elected for a sixth term.
- MR. GORDON R. HOLSTUN has been elected superintendent of schools at Thomaston, Ga. He succeeds Mark A. Smith.
- SUPT. M. W. LINN, of Greenwich, Conn., has been re-elected for another year.
- MR. R. F. TYDALL, of Farwell, Mich., has accepted the superintendency at Lake City.
- MR. FRANK M. LONGANECKER, a well-known Wisconsin educator, and superintendent of the Wisconsin School for the Blind, died in Janesville, Wis., on April 6.
- Mr. Longanecker was appointed to the position by the state board of control, succeeding J. T. Hooper, after serving as superintendent of schools in Racine from 1918 to 1933.
- MR. E. E. BRATCHER, superintendent of schools at Hot Springs, Ark., has been named chairman of the Spectacle Division of the DeSoto Celebration, which is to be staged in Hot Springs for three weeks, beginning July 4. Mr. D. O. SIMS, secretary of the Hot Springs school board, is a director of the Nonprofit DeSoto Celebration Corporation, and will serve as treasurer of the organization.
- SUPT. FRANK SWEENEY, of Newburyport, Mass., has been re-elected for another year.
- SUPT. G. W. HENDRICKSON, of Waupaca, Wis., has been re-elected for the next year.
- MR. JESSE HONN, of Huntley, Ill., has been elected superintendent of schools at Bradley.
- MR. ORMAN C. BERRY has been elected superintendent of schools at Eddyville, Ky.
- SUPT. EDGAR B. ALLBAUGH, of Concordia, Kans., has been re-elected for another two-year term.
- SUPT. H. J. VAN NESS, of Boone, Iowa, has been re-elected for the next year.
- SUPT. D. E. PORTER, of Woodville, Ohio, has been re-elected for a four-year term.
- SUPT. B. VANDER NAALD, of Mapleton, Iowa, has been re-elected for another year.
- SUPT. E. E. ROBINSON, of Conesville, Iowa, has been re-elected for another year.

- SUPT. O. W. BEAUCHAMP, of DeWitt, Iowa, has been re-elected for another year.
- SUPT. LESLIE F. GREEN, of Hopkins, Mich., has been re-elected for another year.
- SUPT. C. I. CLARK, of Stambaugh, Mich., has been re-elected for another year.
- SUPT. CHARLES HOWELL, of St. Bernard, Ohio, has been re-elected for another year.
- MR. THOMAS J. BEECHER, for 17 years superintendent of schools at Linton, Ind., died at his home on March 29, after a heart attack.
- MR. CLAYTON CONRAD has been elected superintendent of the West Baden High School at West Baden, Ind.
- SUPT. WILLIAM R. KEITH, of State Center, Iowa, has been re-elected for another year.
- SUPT. W. F. JOHNSON, of Spencer, Iowa, has been re-elected for a three-year term.
- SUPT. G. G. BELLAMY, of Winfield, Iowa, has been re-elected for another year.
- SUPT. W. J. JERDE, of Storm Lake, Iowa, has been re-elected for a two-year term.
- MR. HARRY SHIPTON, of Garwin, Iowa, has been elected superintendent of schools at Toledo, Iowa.
- MR. IRVIN E. ROSA, of Owatonna, Minn., has been elected to a similar position in Rochester.
- SUPT. A. O. CASWELL, of Milford, Mass., is retiring at the close of the school year in June. Mr. Caswell has completed 30 years of service.
- SUPT. G. G. BELLAMY, of Winfield, Iowa, has been re-elected for a sixth term.
- SUPT. R. A. GRETENBERGER, of Imlay City, Mich., has been re-elected for his twenty-second year.
- MR. ALVIN NORLIN has been elected superintendent of schools at Eau Claire, Mich. He succeeds Keith R. Landsburg.
- SUPT. THOMAS C. LITTLE, of Columbia, Ky., has been re-elected for the next year.
- SUPT. C. D. REDDING, of Frankfort, Ky., has been re-elected for a four-year term.
- SUPT. R. R. KNOWLES, of Boulder, Colo., has been re-elected for a five-year term.
- SUPT. JOHN I. DEAN, of Berea, Ky., has been re-elected for a third term.
- SUPT. V. F. DAWALD, of Beloit, Wis., has been re-elected for a three-year term.
- SUPT. J. E. MURPHY, of Hurley, Mich., has been re-elected for three-year term.
- MR. P. S. TURNER has been elected superintendent of schools at Sanford, Me. He succeeds James A. Hamlin.
- The Boston school board has rejected a plan to reduce the board of superintendents and has appointed two

- members to fill vacancies on the staff. Mr. DENNIS C. HALEY, formerly headmaster of the Hyde Park High School, has been appointed an assistant superintendent for a six-year term, at a salary of \$7,500 a year. Miss KATHARINE McDONNELL, master of the Patrick Gavin Intermediate School, South Boston, has been appointed to succeed Miss Mary C. Mellyn. Her salary is also \$7,500.
- SUPT. MILTON GARRISON and his staff of 20 teachers at Milan, Mo., have been re-elected for the next school year.
- SUPT. KARL E. GAYLORD, of Sioux Center, Iowa, has been re-elected for another year.
- SUPT. FRANK BARTLETT, of Brown City, Mich., has been re-elected for the next year.
- MR. ROLAND H. GREEN, of Promise City, has been elected superintendent of schools at Riverside for the balance of the school term. He succeeds Robert Smola, who has accepted a position with the American Red Cross.
- MR. JOHN C. RUDOLPH has been elected superintendent of schools at Holgate, Ohio.
- SUPT. C. D. REDDING, of Frankfort, Ky., has been re-elected for another four-year term.
- SUPT. THOMAS C. LITTLE, of Columbia, Ky., has been re-elected for the next school year.
- SUPT. W. E. LAWSON, of Cynthia, Ky., has been re-elected for a four-year term.
- MR. J. W. LANCASTER, of Georgetown, Ky., has been re-elected as superintendent for a three-year term.
- MR. THEODOR PRESTON, of Millard, Iowa, has been elected superintendent of schools at Decatur.
- SUPT. PAUL C. PETERSON, of Beemer, Neb., has been re-elected for his third term.
- SUPT. PAUL CUMMINS, of Stoutsville, Ohio., has been re-elected for a two-year term.
- SUPT. W. J. WILLETT, of Carl Junction, Mo., has been re-elected for his eighth term.
- SUPT. CHARLES L. BROWNE, Jr., of Cornelia, Ga., has been re-elected for the next year.
- SUPT. L. H. BATTLE, of Douglas, Ga., has been re-elected for a seventh term.
- SUPT. J. L. CAMPBELL, of Carthage, Mo., has been re-elected for his thirteenth term.
- The school board at Heron Lake, Minn., has re-elected O. C. NORDVOLD as superintendent for the next year.
- GEORGE J. CUMMING has been elected superintendent of schools at Houlton, Me. He succeeds P. H. Woodsworth.
- SUPT. E. T. MILLER, of Hannibal, Mo., has been re-elected for his tenth consecutive term.

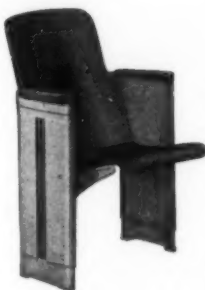
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## KINDERGARTEN to COLLEGE IRWIN

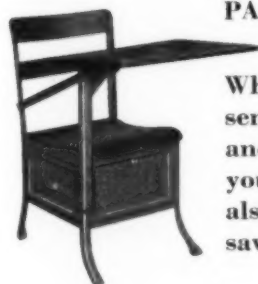
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PRACTICAL...QUALITY SEATING  
at ECONOMY PRICES!*



The older heads know that it's smart to get set early on those fall term requirements; to be sure that they're on hand when needed. And many of them know, too, that it pays to close no bids without seeing what IRWIN has to offer.



For more than thirty-five years the IRWIN SEATING COMPANY has specialized in the manufacture of seating for all classroom and auditorium purposes; and the sound, practical design of its products together with the exceptionally high quality built into them, has won for the IRWIN SEATING COMPANY an enviable reputation.



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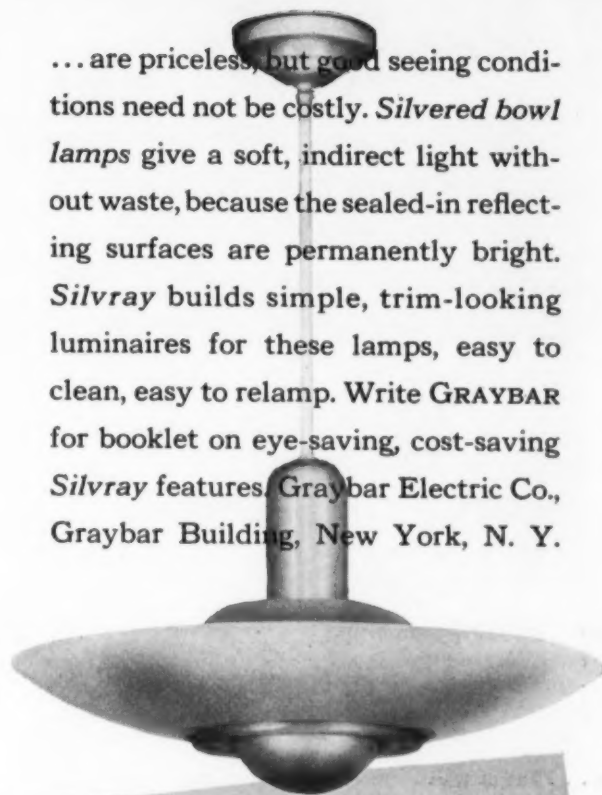
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...are priceless, but good seeing conditions need not be costly. *Silvered bowl lamps* give a soft, indirect light without waste, because the sealed-in reflecting surfaces are permanently bright. *Silvray* builds simple, trim-looking luminaires for these lamps, easy to clean, easy to relamp. Write GRAYBAR for booklet on eye-saving, cost-saving *Silvray* features. Graybar Electric Co., Graybar Building, New York, N. Y.



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# SPAL DOES 3 JOBS soap can never do!



Streaks and surface film vanish . . . dirt floats away. There's a sheen on the floor—lustrous—protective. With one sweep of the mop, your janitor completes 3 jobs soap can *never* do!

That's the sort of cleaning job Spal does. It's fast . . . it's thorough . . . it's *safe* to use . . . and it gives you economies that count.

That's because Spal's amazing formula offers an entirely new method of cleaning—a new expurgating action that dissolves dirt, draws it to the surface, and *floats* it away.

But Spal does 2 extra jobs soap can *never* do. It polishes, and it protects. A specially developed light filler leaves a *lustrous film* that not only reveals the true beauty of the floor but also *guards* the surface from harm.

So get the facts about Spal. Make an actual "on-the-job" test and prove to yourself that Spal is made to give you *three times* more work, in less time, and at a lower cost, than any other cleanser you've ever used.

**The HUNTINGTON LABORATORIES Inc**  
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**Cleans by the New  
Expurging Action!**

**Gives Floors a  
Lustrous Polish!**

**Leaves a Film of  
Surface Protection!**

*Spal is safe to use on all  
types of flooring. Approved  
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**SPAL**  
LIQUID SCRUB COMPOUND

## FUNCTIONALISM MINIMIZES SCHOOL-BUILDING COSTS AND REPAIRS

(Concluded from page 39)

rigorously avoided all superfluous and meaningless ornamentation, all wood trim, pitched roofs, cornices, and other excess baggage.

The functional design of school buildings is a present outgrowth of a common-sense architectural philosophy which dictates that every detail of a plan must separately fulfill the functions for which it is intended; every choice of material must be guided by utility and ultimate economy; exterior design and decorative detail must be constantly sub-

ordinated to use values. This philosophy necessarily results in severe and plain buildings. But, as the style is becoming more widely mastered, the public is growing in admiration for it and for the simple lines and fine proportions which are readily achieved.

Every detail of the Union Street School was scrutinized for its possible usefulness. Every feature of design and plan which might be considered as decorative only was omitted. Details, however, were added that would round out the educational utility of the building and would improve the soundness of the construction.

The Union Street School tabulates unusually high in the efficiency of its plan. As judged

by the well-known Cooper "Candle of Efficiency," both the amount of the floor area and the total cubic contents rate high in actual instructional efficiency. The building contains on the main floor eight standard classrooms designed for primary, second, and third grades, a principal's office, a teachers' room, and a health suite. On the ground floor there is a large combination room which serves the pupils and the adult community for auditorium, play, and lunch purposes. A stage at one end is provided with a public-address system of modest capacity. There are on the same floor a boiler room, storage rooms, and a kitchen. Toilet accommodations for both boys and girls are located on both floors.

The health suite which is a central feature of both the plan and the façade, has natural light obtained through a large, glass-brick window. The rooms are artistically treated in pale green and cream, with green-and-black marbelized tile floor, and cream-colored, acoustic-tile ceilings. Venetian blinds are provided so that any desired intensity of light may be obtained through the glass-brick panel, and the direction of the light into the rooms may be controlled. The health suite includes a waiting room, a main health room, and a toilet. An exit from the room leads to an enclosed concrete terrace where an entire class may receive the benefits of sunshine and yet be within the limits of the building. The rooms are completely equipped for dental and general physical examinations so that a thoroughly modern school health program may be carried on.

The classrooms are provided with movable desks and posture chairs, metal wardrobes for pupils' clothing, recessed metal cabinets for book storage, and metal cabinets for teachers' clothing and supplies. Additional book storage is provided by shelves built into the unused space directly over the wardrobes. Each classroom has a unit ventilator under one window, with supplementary direct radiation under the other windows, all automatically controlled. Positive ventilation is obtained by a central fan on the roof, controlled by a switch in the boiler room. The walls and ceilings are a light cream, with walnut-cream trim to match the school furniture.

The corridor is effectively lighted by means of well-placed skylights which obviate the necessity of artificial lighting. All radiators are recessed and no projections are found in the corridors. A large, central storage room is provided on the main floor, with metal shelves for books and supplies.

The building is erected of light-cream impervious brick, with a steel frame and steel joists, and concrete structural floors. Wherever possible, fire-resisting materials have been utilized. In each of the entrance vestibules rubber-link floor mats cover the entire area of the terrazzo flooring.

The plumbing throughout is of the heavy-duty school type, with self-closing faucets and water-saving toilet flushing valves. The electric lights are provided with multiple switches to permit economical daylight use.

The building is heated by means of vacuum-steam, provided by an oil-burning steel boiler. Each of the classrooms has automatic temperature control.

The school is situated on an ample site, with play areas to the sides and rear. A wrought-iron fence on the front and chain-link fence at the sides and rear are provided. The building cost \$105,000 complete, including the fees, equipment, grading, shrubbery, and fencing.



## --- Rabbits ?

**F**ILTERING through the minds of youth are dreams of pets and professions . . . airplane models and athletics . . . vacations and vocations . . . the dreams of youth . . .

Modern educators are accepting the challenge to direct their pupils into channels of activity compatible with their indicated abilities and interests.

Guidance programs, however, cannot be constructed from mere scholastic records. Nor is it practical to guide hundreds of pupils from an assortment of facts maintained in as many as six different records, located in as many offices.

The need has now become acute for *complete* pupil history data, that may be gathered into a single record . . . and quickly analyzed.

Remington Rand has developed just such a record . . . the Kardex Visible Pupil History Record. In this *one* record may be maintained every essential factor that *must be known* to develop *good* child guidance programs.

The Remington Rand man in your area will match his time against yours to discuss Kardex Pupil Records. Get in touch with him or write us today.

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REMINGTON RAND INC. BUFFALO, N. Y.**





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## SCHOOL USERS OF SANI-DRI SAY IT BETTER THAN WE CAN —

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"They are economical, sanitary and efficient, doing away with the rubbish and unsightliness of paper towels. We feel them to be absolutely indispensable to a modernly equipped building."

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Office: Coleraine, Minn.

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NORTH CHICAGO

541 School Street  
ILLINOIS

Porcelain Enameling — "Sani" Food and Drink Equipment — "Sani-Dri"  
Electric Hand and Hair Driers — Machine Work — Plating

## SUCCESSFUL SPEECH CORRECTION

(Concluded from page 27)

private student conferences, and the remainder of the day is given over to conferences with parents or teachers.

Of the 13 periods of work in a day, four are given over entirely to individual instruction, and nine to group work. There are from five to eight children in a group; each child attends the clinic twice each week, on alternate days. The groups are organized according to type of difficulty. Thus, a group may come from several different rooms. Each pupil knows when he is due for instruction at the clinic, and is automatically excused from any class in which he may be enrolled at the time.

As correction of any case is completed, the pupil is excused from the clinic. As groups grow smaller they are combined, making room for additional groups, or for special individual work. It will be noted that, according to the time allotment and methods of instruction, it is possible to accept many more children into the clinic than might be supposed. Last year's record shows that slightly more than 200 cases of some form of speech defect passed through the clinic.

## Parent Conferences

In the author's first article, the statement was made that "If home cooperation is lacking, the correction of a speech defect often becomes impossible." This is

found to be of such importance that one day in each week is considered necessary for conferences. Written requests are sent out, asking that the parent come to the clinic for a conference. Each parent is advised that he may choose a forenoon or afternoon hour, to suit his convenience. Little difficulty is experienced in getting the parents to come to these conferences; sometimes both parents come, and sometimes relatives also ask to sit in. These conferences amount to parent education as to their part in cooperation with the clinic. Parents return again and again as requested to witness the progress of a child in his corrective treatment and to adjust the home help to the improving situation. In the rare occasions where parents cannot or do not come to the clinic for conference, arrangements are made through the child, or by telephone, for the teacher to call at the homes.

## THE CALIFORNIA ASSOCIATION OF PUBLIC SCHOOL BUSINESS OFFICIALS MEETS IN DEL MONTE

Problems of efficient and economical school administration were considered by some 250 members of the California Public School Business Officials Association at their three-day convention, held in the Hotel Del Monte, in Del Monte, Calif. Welcomed by Mayor McMenamin and Supt. J. R. Croad, of Monterey elementary schools, the school officials, representing business administrators from metropolitan districts as well as superintendents from smaller areas, turned their attention to administrative problems.

Among the problems taken up were federal social security benefits to school systems; standardization of specifications and bids for school supplies; and regulation of student-body funds. The speakers at the opening session included Dr. Walter Dexter, state superintendent; Dr. C. W. Pierce, of the California Trustees' Association; and Roy Cloud.

The Utilities Committee, through its chairman, Mr. C. L. Suffield, presented a report on rate adjustments in utilities, in which it was contended that the schools are entitled to special rates from its partners, the utility companies. The committee recommended that the program for utility cost reductions be continued, that the railroad commission and the utilities be reminded continuously that the schools are entitled to reductions of utilities costs, and that the competing systems of utility operation must be compared and evaluated.

## NEWS OF OFFICIALS

- MR. HENRY S. TAMBLYN has been re-elected president of the school board at Plainville, Conn.
- The school board at North Brookfield, Mass., has reorganized with RAYMOND F. TOUGAS as president, and FRED J. GRABERT as secretary.
- DR. J. D. ALWAY has been elected president of the board of education at Aberdeen, S. Dak.
- MR. WILLIAM S. DYHR, vice-president of the board of education at Fond du Lac, Wis., died suddenly on March 17. Mr. Dyhr who had served on the board for 15 years, was re-elected in 1938. He had been nominated for re-election at the March primary.
- MR. HENRY H. JEBENS has been elected president of the school board at Davenport, Iowa.
- MR. S. G. RICKARD and DR. HARRY E. WING are the new members of the school board at Ottumwa, Iowa. They were elected to succeed Frank C. Raney and Eugene Wulfekuhler, both of whom have retired after services of six to fourteen years on the board.
- The school board at Marblehead, Mass., has reorganized with the re-election of MR. W. GERRY MARTIN as president, and CHESTER PARKER as secretary. MRS. CHARLOTTE ROADS is the new member of the board.
- The school board at Stoneham, Mass., has elected EVERETT C. HUNT as president, and RALPH PATCH as vice-president.
- The school board at Las Cruces, N. Mex., has reorganized with the election of WAYNE C. WHATLEY as president; IRA W. PETTEGREW as vice-president; and DON HAMILL as secretary.

## HOW TO GET DOUBLE-DUTY FROM YOUR SCIENCE CLASSROOMS

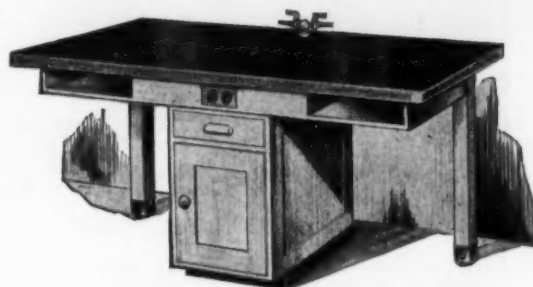
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## THE BOARD OF EDUCATION CONSIDERS RETARDATION AND PROMOTION

(Concluded from page 31)

2. The promotion of pupils shall be treated as individual cases.

3. Minimum achievement standards, although significant, shall not be the sole determining factor in promotion.

4. Mental, physical, social, and emotional maturity shall be balanced against the pupil's achievement in determining whether or not to promote him. Where will he achieve the optimum adjustment?

5. More retentions will possibly occur in the first grade than any other grade due to the problem of maturation. Usually, the pupil will be properly placed for his optimum adjustment when he reaches the fourth or fifth grades. Rarely is he to be retained thereafter.

6. The same underlying principles of promotion apply to passing and failing in all grades of the school system. Therefore, pupils are not to be failed in "subjects" in junior and senior high school solely on an achievement basis.

7. The promotion or failure of any pupil is the primary responsibility of the teacher, but the approval of the principal or supervisor shall be necessary before failing any pupil.

8. The teacher retaining a pupil shall attach to his permanent record card a note explaining the reasons for retention.

9. A careful check shall be made each year of the progress made by pupils retained.

10. Any policy may be revised as experience and research indicate improvements.

### WITHOUT REGRETS!

(Continued from page 28)

the board sat on me, I promptly went home and told my wife I would resign the next day, but always changed my mind before morning. After all, a job was a job even in those days,

and Chamberlain was not afraid to compromise. Neither was I. I got the compromise habit on that job, and it has stood beside me ever since. Proof of the theory of identical elements, however, is the fact that I could never learn to compromise with my wife. She isn't the type.

The vacations of a school administrator are very pleasant, especially when one gets twelve salary checks each year. I pretended to be very busy in the summer months, closing and opening the schools for weeks on end. I spent the summers in summer school playing golf, at home reading or just loafing, fishing, and visiting. All the time I loudly advocated the twelve-month school year, but I didn't really want it. Nine or ten months were enough.

I found very early that it pays to show a keen interest in the curriculum. Getting a man from the state university to stir up the teachers is the best of administrative policies. As long as they are arguing with each other they will let you alone; in fact, they will forget all about you. Constructing a curriculum is not only a continuous problem; it is one of the finest examples of "confused inertia" on record. If the school system is large enough, it is well to have a buffer official between yourself and the teachers; preferably a young man who is physically strong and mentally wobbly. Let him try out everything that has ever been proposed anywhere and devote your time to planning a new building for the fifth ward.

Every administrator should say somewhere in all his speeches that "the teachers are doing the real work of the schools." This is one of the phrases which is no longer original, but it goes over big, and the best thing about it is that it is perhaps one of the few statements a superintendent could honestly make under oath in a courtroom.

### How to Assume Responsibility

"Lines of responsibility" and "staff and line offices" are also considered good form. An ad-

ministrator who has thoroughly mastered the compromise technique has nothing to fear from assuming full responsibility for everything the teacher does in every classroom. He can even turn most events into good account for himself if he is a bit clever. Let us suppose an example. Miss So-and-So uses corporal punishment on the small son of Mr. and Mrs. Brown. Express your sorrow to the bereaved parents and promise to reprimand the offending teacher. Then tell Miss So-and-So that she did exactly the right thing, but that the board has a rule against it (shaking your head sadly to show what you think of the rule) and the thing will soon blow over. Miss So-and-So will be more careful in the future and she will defend you to the last ditch. Better yet, let the principal handle the whole thing; that's what he's there for.

The administrator should be a big, powerful-looking man, with pursed lips, an expansive but reserved smile; an open-faced man, but above all a man with a firm-looking chin. Some of these physical characteristics can be developed by special operations or by careful exercises, but if not it is well to stay out of administration. The beard and mustache are no longer considered desirable, but there should be a few gray hairs, and a deceptive appearance of judicial calmness on all occasions. Until we get over the vogue of the businessman superintendent, administrators should avoid appearing at the office in overalls.

Budgets are instruments of great value to the administrator. If you can get the board to let you draw up the budget, give the whole job to one of your subordinates and forget about it until the day of reckoning. Then present it to the board with a flourish, as the best job that could possibly be done. As the board begins to slash, they will treat your recommendations with the greatest respect, for they will be certain you have spent hours brooding over how many new maps the Washington School can get along without. On the other hand, if you know all the details down to the last piece of chalk, they will be





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suspicious at once and everything you have proposed will be challenged.

#### Following Good Advice

This brings me to my third and almost my last administrative job. When I went back to this town a few years ago, an ex-board member told me they were still building on the foundations I had laid. This had a pleasing sound but I wasn't as sure about the foundations as he seemed to be. Then I remembered that after a few years in this town I had had a chat with two of the board members separately and privately. One of them said, "Adams, you're spending money like a drunken sailor. We've got to economize." The other one argued: "Adams, the school system is at least two years behind where it should be. Put in supplies and equipment, raise salaries, do everything you can to put us to the front. Lord knows how much longer we will have money to spend." The rest of the board said nothing, so I promptly followed the second man's advice. Before the opposition could organize, I had resigned to seize a larger opportunity, and left everything behind me, even the foundations.

"Hairbreadth Harry" was the hero of a comic strip not long ago. The real Hairbreadth Harry must be a superintendent of schools somewhere.

### THE POSITION OF PRINCIPAL'S SECRETARY IN THE MANAGEMENT OF THE SCHOOL

(Concluded from page 58)

#### A Manual of Office Routine

After the secretary has had time to become thoroughly familiar with the many aspects of her position, it is always a foresighted procedure to put down in writing all the many duties which she performs, when to do certain

things, where various items can be located — all in a manual of office instructions. This is a helpful instrument in event the secretary is absent any length of time and a substitute comes in to do her work. The recording of changes and refinements of procedures is itself considerable inducement to growth.

The above-mentioned suggestions seem to be mere trivia when one looks at the great mass of details which center in the office of the high school principal's secretary. However, they are not cited as the most important tasks of the secretary. Rather they are suggestions to foster other helpful hints in the mind of the secretary as she looks over the ways in which she can help to increase the efficiency of her office. There are many ways in which a secretary can save herself time and increase the quality of her work if she is only ingenious enough to be ever watchful of the opportunities to use such devices.

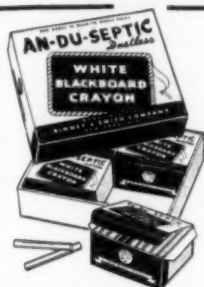
#### IV. An Intermediary Officer

The secretary's position cannot, of course, be standardized. It will of necessity be largely indigenous to the local school. The manner in which the principal works as an executive, the strands of responsibility which have become attached to the position through tradition within the school, and the personal equation of the incumbent will establish definite limits to what the position may become. Yet it can be a very pleasant position, and one which holds a certain amount of honor and respect. The secretary is more than a clerk or a stenographer. She is an inter-

mediary officer representing her employer to the public and to those who work around him. She should be constantly alert to ways in which to give further assistance to the principal. A position such as hers is a challenge to anyone with an ambition to be of useful service. A secretary to the principal of a modern high school has an important place in the institution. The prestige of the position can be greatly improved. To do so the secretary must transcend the boundaries of necessary routine without neglecting any of it. Beyond the accepted fragments of responsibility, she must make her own position. Though her service must be in line with the leadership of her superior officer, the extension of her service to the school as a whole need only be limited by her personal qualities.

- RIAL W. CUMMINGS, of Lambert, Mont., has been elected superintendent of schools at Plains.
- SUPT. N. J. BOWLES, of Kingston, Mich., has been re-elected for a fourth term.
- SUPT. W. W. COV, of Fort Recovery, Ohio, has been re-elected for a three-year term.
- SUPT. CLAYTON STRINGER, of Beverly, Ohio, has been re-elected for a three-year term.
- G. E. T. KITTEL, superintendent of schools at Marengo, Ohio, has been re-elected for another year.
- JESS VAGUE, of Hays, Kans., has been elected superintendent of schools at Norton. He succeeds Dean Gilley.
- O. W. FOX has been re-elected superintendent of schools at Duenweg, Mo.
- J. A. SHIMONEK, of Oakdale, Neb., has been elected superintendent of schools at Howells.
- SUPT. H. E. ZUBER, of Struthers, Ohio, has been re-elected for a three-year term.
- MR. GEORGE A. BOWMAN, of Lakewood, Ohio., has been elected superintendent of schools at Youngstown. He succeeds Pliny H. Powers.
- SUPT. B. C. BERG, of Newton, Iowa, has been re-elected for his twenty-first term.

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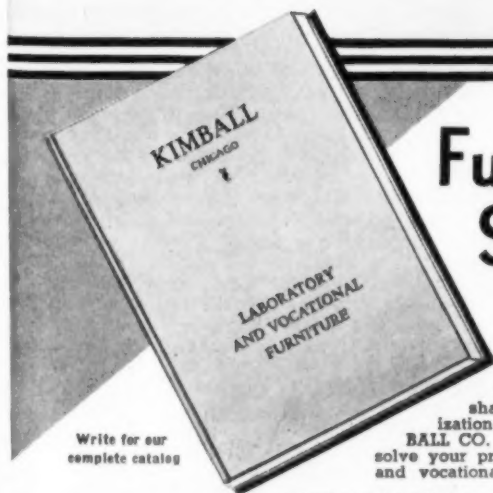


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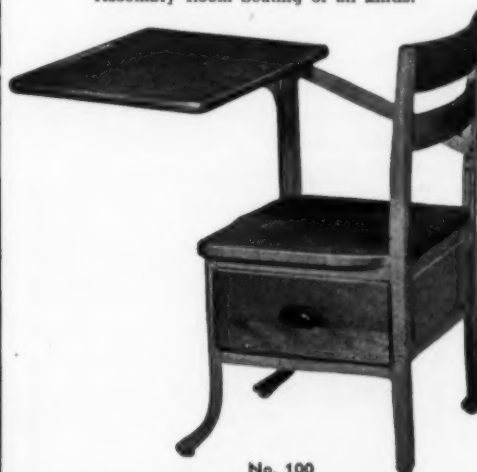
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### WALRUS MANUFACTURING CO., DECATUR, ILLINOIS

#### THE PURCHASE AND DISTRIBUTION OF TEXTBOOKS AND SUPPLIES

(Concluded from page 46)

in the school is available. When a principal returns books to the central office, he uses a Textbook Shipping Invoice which is receipted

and returned to him. (Fig. 10, Permanent Book Inventory Record.)

All textbook orders are shipped to the schools at the same time as are the supplies, about ten days before the opening of school. The principal then issues them to each teacher. Records are kept on 4 by 6-in. cards of all books issued to a teacher and she signs her initials as a receipt for them. If she returns some books, she is credited for them and the principal receipts the card by signing his initials. The cards are always up to date. The white copy is the principal's record and the buff copy is for the teacher. (Fig. 11, Record of Books Loaned.)

It is surprising how supplies and textbooks can be put away on closet shelves and forgotten. It is easier to order an additional supply than to look for what is on hand.

For example, when a school has an enrollment of 85 in the fifth grade, the permanent textbook record shows that the principal has received 90 history books. If an order for fifteen more comes in, a question is raised immediately as to the reason for asking fifteen added copies. When attention is called to the fact that the school has all the books needed, the missing books are usually found.

Considerable savings have been effected in the cost of supplies and textbooks since the system has been in use. The textbook loss during the past five years has been less than 100, out of 33,400 books in use each year. Every need, if justified, is met when there is money to provide it. No request is refused without an investigation as to its merits.

If there is any point to this discussion it is, "Consult the Record." The records are easy

to keep, they stand for themselves and prevent many arguments. Teachers feel they have an opportunity to help in selecting the type of supplies they use. There has developed on the part of the personnel a consciousness as to the cost, value, and care of school supplies and books.

#### ANNOUNCE JANITOR-ENGINEER SCHOOLS

♦ The fifteenth janitor-engineer schools for Kansas will be held June 2 to 6, in Kansas City; June 9 to 13 in Wichita; and June 16 to 20 in Hays.

Complete information may be obtained by writing to Mr. C. M. Miller, director of the schools, Topeka, Kans.

♦ Arrangements have been made for a three-day training school for janitors, custodians, and engineers, to be held in Crookston, Minn., June 5 to 7. L. O. Thompson, of Los Angeles, will be in charge, and a fee of \$1.50 will be required of each custodian. There will be discussions on a variety of problems, including care and operation of boilers, care of buildings, grounds, and shrubbery.

♦ The University of Minnesota, in Minneapolis, has announced the annual short course for engineers and school custodians, to be held June 16 to 20, under the direction of the General Extension Division of the University.

The classes will be in charge of a staff headed by Richard R. Price, director of the University Extension Division.

♦ Teachers College, Columbia University, New York City, has announced its third annual short course for janitors and school-building service employees, to be held June 23 to 27, under the direction of Dr. H. H. Linn.

The course will be open to persons employed in school-building service, including superintendents, supervisors, chief engineers, and head custodians.

RECORD OF BOOKS LOANED TO Miss Brown (Teacher)					
DATE	NO. BOOKS CHECKED OUT	CONDITION	NO. BOOKS CHECKED IN	BALANCE ON HAND	TEACHER'S INITIALS
9-1-39	30	Good		20	A. B.
9-10-39	2	New		37	A. B.
10-1-39			1	26	A. B.

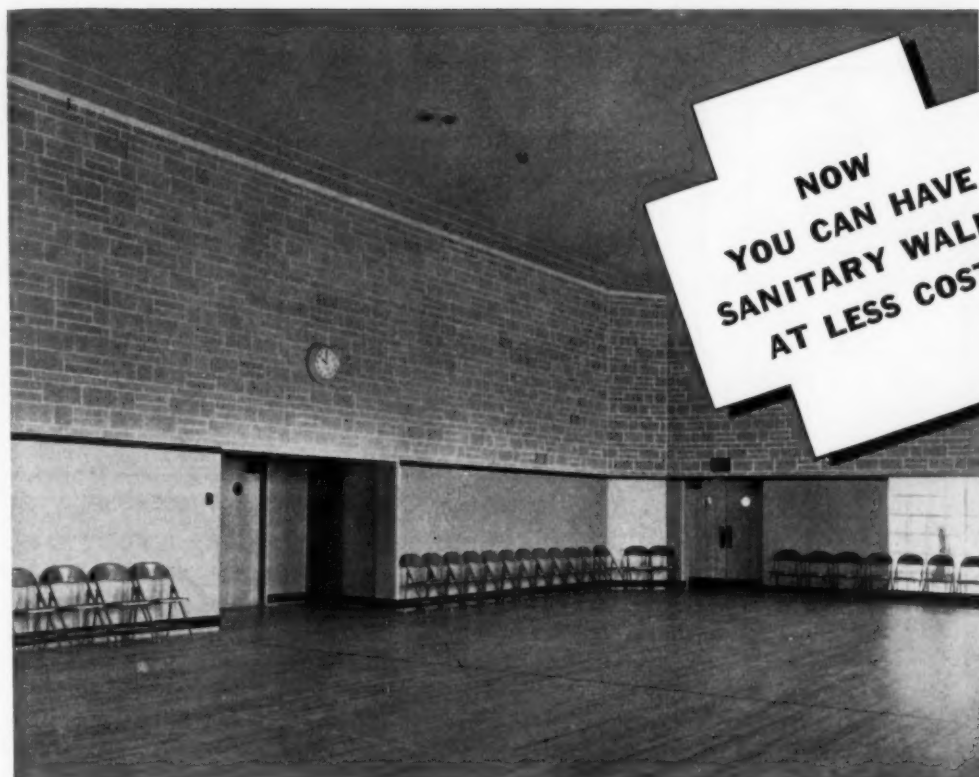
  

PERMANENT BOOK INVENTORY RECORD			
Name of Book: <i>Elson-Gray Pre-Printer</i>			
Grade: <i>1B</i>			
DATE	BOOKS CHANGED	BOOKS RETURNED	BALANCE ON HAND
SEPT. 1, 1937	INVENTORY		69
9-1-37	26		95
9-14-37	1		96
6-10-38		3	93
7-10-38		11	82
SEPT. 1, 1938	INVENTORY		71
9-1-38	3		74
6-6-39		19	55
SEPT. 1, 1939	INVENTORY		55
9-1-39	23		78

FIG. 11

FIG. 10

A record of individual books and a complete book inventory are necessary.



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### TELLING THE PUBLIC

(Concluded from page 18)

and the actual writing of educational talks must be done by the schools.

However, this does not mean that radio programs cannot be produced successfully. They can and they should because the inveterate radio listeners cannot be neglected. And the work of preparation can be kept down as much as possible. For instance, choruses that have been trained for school entertainments can sing the same music on the air. A progressive teacher can use a pupil radio forum in regular classwork so that all the pupils learn from the project. It may even be possible, if he is sure of having a different audience, for the superintendent to repeat his favorite graduation speech on the air.

Whenever feasible, school publicity should be the responsibility of someone who is paid for directing it. But whether done by a professional or an amateur, public-relations work should be given a generous amount of time and attention because it vitally affects the school program.

### THE MERIT PLAN IN SCHOOL-PERSONNEL ADMINISTRATION

(Concluded from page 24)

ing the standards, the aims, and the values of the school-personnel program.

Several important elements in school-personnel administration depend wholly or in part on state law and state leadership. Among these are certification, tenure, and

retirement. Salary groups are also a matter of state policy in some areas. We can expect school-personnel departments in local communities to develop much closer cooperation with state agencies than has been typical for local civil service agencies. This will be especially true of the smaller school systems.

Some of the great cities already are making educational history in getting personnel programs started. Detroit and Los Angeles have personnel departments that serve both the teaching and nonteaching employees of the schools. A new department of this comprehensive type has been started in St. Louis. San Francisco and Pittsburgh have developed broad-scale personnel programs affecting the teaching staff. Competitive selection procedures are being used in several other large cities.

In some communities the barrier to better personnel administration in schools is the local tradition that the school-board members can pick the school employees. Or it may be the fact that the superintendent of schools is so busy with many pressing matters that he does not give enough time to personnel. There are other barriers. But all of them can be overcome, in time, if the school people themselves become enough in earnest in wanting to see school-personnel administration based on merit. Public opinion can be enlisted when it is shown that a sound personnel program means a better school program for the children.

School administration as a whole will

take a great step forward, when it develops plans for dealing with the school staff to recognize the individual worth of each employee and to help each one develop his best abilities in the service of the schools. One student of school administration has said, "The administrator does his greatest work with persons."<sup>3</sup> When school administrators in general recognize their work with persons as the most important part of their entire administrative responsibility, there will be less basis for suggestions that outside agencies take over the selection of school employees. And, what is more important, the school personnel will be better equipped to do the great work of public education.

<sup>3</sup>Strayer, George D., "Creative Administration," *Teachers College Record*, 27:1-3; September, 1925.

### A SUPERINTENDENT'S CREED

(Concluded from page 40)

process toward studying situations instead of studying about situations.

9. I shall attempt to get the pupils to look earnestly upon school as a pleasant institution wherein they can find happiness and joy in interesting and constructive work.

10. I shall so plan in order to give pupils opportunity for practice in character development.

11. I shall never let a day pass that I do not explicitly take care to do some pupil guidance toward that elusive goal of fullest living.

12. I shall earnestly seek to establish the truth that no honest labor is too insignificant to command a profound and rightful respect.



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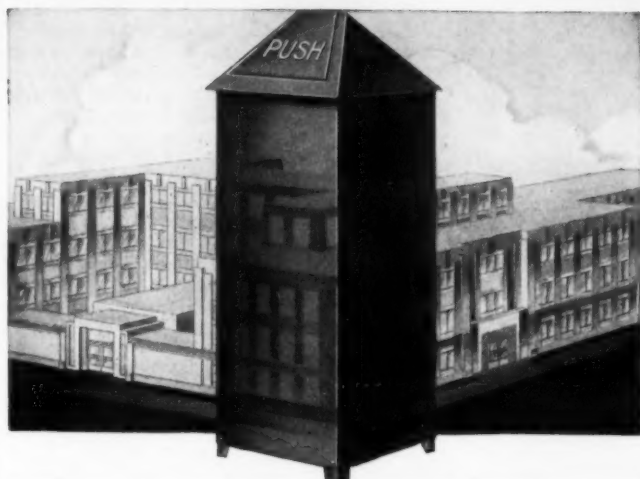
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## Personal News of School Officials

- The school board at Ottumwa, Iowa, has elected W. H. McElroy as president, and Dr. G. W. Loerke as vice-president.
- The school board at Southboro, Mass., has reorganized with the election of WILLIAM N. DAVIS as president, and JAMES STOCKWELL as secretary.
- MR. NORMAN NELSON has been elected president of the board of education at Decorah, Iowa.
- The school board at Creston, Iowa, has elected WILLIS G. ROYCE as president, and HARRY STRUNCE as vice-president.
- MRS. MINA WOLFORD has been elected president of the school board at Shenandoah, Iowa.
- MR. ROBERT M. GAGRAW has been elected president of the board of education at Carlsbad, N. Mex.
- The board of education at Dubuque, Iowa, has reorganized with the election of JAMES GRONEN as president, and Dr. E. J. RYAN as vice-president.
- The board of education at Davenport, Iowa, has reorganized with the election of HENRY H. JEBENS as president, and MRS. ANNE S. RENDLEMAN as vice-president.
- MR. JOHN BRUNKE has been elected president of the township school board at Freesoll, Mich.
- MR. G. M. LAWRENCE has been elected president of the school board of Hooksett, N. H. Mrs. Rena B. Watson has been named clerk.
- The school board at Jonesboro, Ark., has reorganized with the election of Dr. H. H. McADAMS as president; Dr. W. C. OVERSTREET as vice-president; and JAMES McCAGLEY as secretary.
- Dr. H. D. WOLD has been re-elected president of the school board at Webster City, Iowa.
- Dr. R. E. TABER has been re-elected president of the school board at Marshalltown, Iowa. R. C. McCAGUE was renamed as vice-president.
- MR. PAUL E. WEAVER has been elected president of the school board at Council Bluffs, Iowa. Dr. M. C. HENNESSY has been named vice-president.
- Dr. PAUL HENRY has been elected president of the school board at Las Vegas, N. Mex.
- MR. KARL HALL has been elected president of the school board at Cherokee, Iowa.

- The school board at Carroll, Iowa, has reorganized with the election of CARROLL A. LANE as president.
- MR. BERT H. FULTON has been elected president of the school board at Tinley Park, Ill.
- MR. HOWARD M. COMSTOCK has been elected president of the school board at Monroe, Mich.
- REV. S. B. CHAPMAN has been elected president of the school board at Raynham, Mass.
- MR. FRANK BALDWIN, MR. M. E. SPENCER, and Dr. C. A. WALKER have been elected as new members of the board of education at Concordia, Kans. Each member will serve a four-year term, beginning with August 1, 1941.
- The school board at Byfield, Mass., has reorganized with the election of EDWARD KELLY as president, and ROBERT DAVENPORT as secretary.
- MR. J. H. ALLMAN has been re-elected as president of the school board at Hot Springs, Ark. D. O. SIMS was named secretary.
- MISS DOROTHY GAINER, treasurer of the board of education at Newport, Ky., died at her home on March 18. Miss Gainer was also secretary to Supt. A. D. Owens.
- Dr. ARCHIBALD CARDLE has been re-elected as president of the board of education at Burlington, Iowa.
- MR. ROY L. GRAY has been elected president of the board of education at Fort Madison, Iowa.
- MR. JOHN P. KELLEY has been elected president of the board of education at Iowa City, Iowa.
- MR. BLAKE WILLIS has been elected president of the board at Perry, Iowa.
- The school board at Orting, Wash., has reorganized with the election of JOHN MEEK as president, and J. ADLER as clerk. Mrs. D. GAINES is a new member of the board.
- MR. R. L. CANNOY has been elected president of the school board at Rembrandt, Iowa.
- MR. W. H. MEEKER has been re-elected as president of the school board at Ames, Iowa. Dr. O. L. THORBURN and WILLIAM G. MURRAY are the new members of the board.
- MR. HENRY BEERMAN has been re-elected president of the school board at Guttenberg, Iowa.
- The school board at North Reading, Mass., has reorganized with the election of EDWARD D. PARKER as president, and MRS. E. ETHEL LITTLE as secretary.
- Norton, Mass. The school board has reorganized with the election of ARTHUR VALENTINE as president, and MRS. HELEN GAVIN as secretary.
- MR. WILFRED M. HAMILL has been elected president of the school board at Bristol, R. I.

- MRS. FLORA W. PENNEY has been appointed acting clerk of the school board at Oklahoma City, Okla. Mrs. Penney was formerly assistant clerk, serving under Mr. J. G. Stearley, who resigned.
- The Douglas-Uxbridge union school board, at East Douglas, Mass., has reorganized with the election of CHARLES LYNCH as president, and Mrs. W. R. CARRICK as secretary.
- MR. KARL HALL has been elected president of the school board at Cherokee, Iowa.
- HOWARD COMSTOCK has been elected president of the school board at Monroe, Mich. He succeeds Daniel Hasley, who had been a member of the board for 25 years, and president for 10 years.
- J. H. HAWKINS, of Marietta, Ga., has been re-elected as president of the board of education.
- MR. HENRY E. HACKMAN has been re-elected as president of the La Salle-Peru township high school board at La Salle, Ill. Miss Kathryn Keegan was re-elected as secretary.
- The school board at Fairhaven, Mass., has elected EDWIN C. WINSLOW as president, and FRANK M. BABBITT as clerk.
- SUPT. M. B. LEAVENGOOD, of Lake Park, Iowa, has been re-elected for another term.
- ELMER PARKS, of Pomeroy, Iowa, has been elected superintendent of schools at Paullina. He succeeds B. H. Toay.
- SUPT. E. D. BAIRD, of Sutherland, Iowa, has been re-elected for another year.
- SUPT. W. L. MARSTON, of Soldier, Iowa, has been re-elected for another year.
- HERBERT ENGELBRECHT, of Waverly, Iowa, has been elected superintendent of schools at Nevada.
- SUPT. URBAN HAEKIN, of Edgewood, Iowa, has been re-elected for a three-year term.
- SUPT. WALTER JANITZ, of Grafton, Ohio, has been re-elected for another year.
- SUPT. RAY A. YOUNG, of Mason, Ohio, has been re-elected for a three-year term.
- SUPT. J. G. LOVEJOY, of Nashua, N. H., has been re-elected for another year.
- JOHN H. LONGSTREET has been elected superintendent of schools at Caledonia, Minn.
- SUPT. LESLIE GREEN, of Hopkins, Mich., has been re-elected for the next year.
- SUPT. W. E. MATTHEWS, of Independence, Mo., has been re-elected for the next year.
- SUPT. D. J. NORTON, of Hayfield, Iowa, has been re-elected for a two-year term.



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Here's another Vulcan exclusive—the new enamel-lined, double-decker oven! A big 26x28x15 all-purpose oven. Pans can be placed directly on the oven bottom where they cook perfectly without shifting. A solid rack divides this oversize oven into two evenly heated compartments and doubles the cooking capacity on same gas consumption.

Automatic oven heat control makes big fuel savings, drastically reduces meat shrinkage, yields as much as 14 additional  $\frac{1}{2}$  lb. servings from 50-lb. roasts.

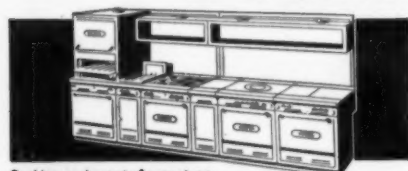
Thick insulation prevents heat waste, keeps kitchens cooler. Extra heavy oven door construction.

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### School Board News

♦ At Woburn, Mass., the school board got into a deadlock with the mayor of the city, at a recent meeting which lasted until 4:30 a.m. The mayor proposed a WPA school-lunch project, which was opposed by the board. In his capacity as chairman ex officio, he was able to block action contrary to his project. The mayor was finally beaten.

♦ Manistee, Mich. The public school system has received title from the state conservation department, to two 40-acre pieces of land near the city, to be used as a school forest. Some planting will be done but the timber already there will offer opportunities for timber management. The forestry class will continue its work in the community forest.

♦ Peoria, Ill. It is anticipated that a textbook rental system will be in operation in the schools, beginning next September. Attorney Walter Winget, at the request of the school board, has asked the county circuit court for a dissolution of the five-year-old injunction against the board restraining it from operating a rental plan and appropriating money for books.

♦ Louisville, Ky. The board of education has voted to provide free lunches for 4300 indigent children, from April 14 to the end of the school year, and to use the federal surplus foods during the trial period. The city has offered to provide a warehouse for the storage of the food materials to be used in school lunchrooms.

♦ Galesburg, Ill. The board of education has voted to undertake a survey to determine the need for vocational classes to aid the National Defense Program. If there appears to be a need for such a project, the board has indicated that it will cooperate in the operation of an adequate training program.

♦ Worcester, Mass. Supt. Walter S. Young has submitted a proposal to the school board, calling for the introduction of the annual promotion plan in the elementary grades. It is expected that the change from semiannual to annual promotions will be fully effected in six years.

♦ At Kenosha, Wis., a proposal to pay the members of the board of education a salary of \$200 a year was submitted to a referendum vote. The vote stood 7225 against the proposal and 5082 in favor. The members of the board have always served without pay.

♦ Bridgeport, Ill. The clergy of the city and the board of education are cooperating in a plan for offering religious instruction to school children. The children will be divided into age groups at the churches and the classes will be conducted under the supervision of the respective pastors, assisted by a number of lay workers.

♦ Oshkosh, Wis. The school board has approved a change in the rules, allowing janitors time and a half when they are called back on Sundays to open school buildings. Under the rules, janitors will be paid 75 cents an hour.

♦ Hot Springs, Ark. The first evening school was opened in mid-March, with an enrollment of several hundred adults in the community. The school is under the direction of W. W. Turner, who also acts as director of vocational education in the city schools.

♦ Tomah, Wis. The school board is sponsoring a defense training program for out-of-school rural and nonrural youth.

♦ Detroit, Mich. The board of education has received five automobiles for use in the driver-training courses now being carried on as part of the National Defense Training Program. The course is conducted experimentally, preliminary to the inauguration of an extended program on driving training in the schools.

♦ Detroit, Mich. A class in Spanish is being conducted at the Conely Branch Library, under the auspices of the board of education and the WPA adult education committee.

♦ Columbus, Ga. The school system is cooperating with the Federal Government in defense training. At present, 25 classes are in operation in such subjects as welding, electricity, auto mechanics, machine-shop practice.

♦ Taunton, Mass. The vocational school is offering a course in waitress training and short-order cooking for girls.

♦ Kalamazoo, Mich. The administrative department has established new classes in citizenship at the local Greek church center. Everyday law and Spanish are being offered for the first time this year. A total of 74 different adult-education classes are being conducted, serving some 800 different individuals each period. A special citizenship program was conducted last fall in an attempt to carry out on an extended scale the feature programs which have been presented from time to time in other centers.

♦ School boards in the state of Ohio may allow religious instruction to be given in public school classrooms one hour a week to children who desire to receive it, under a ruling of Thomas J. Herbert, attorney general. The attorney general also held that the instructions, when given by persons other than the school faculty, may be held in the school building.

♦ Griffin, Ga. The public school system has been entirely reorganized on the 12-grade plan. Formerly the school system comprised 11 grades. The board is making a study of a teacher-retirement plan. It is expected that the new plan will be in operation beginning with the next school year.

#### COMING CONVENTIONS

May 9. Ohio Association of Public School Business Officials, at Columbus. W. V. Drake, Columbus, secretary.

May 12-14. American Association for Adult Education, at West Point, N. Y. Morse A. Cartwright, New York, N. Y., secretary.

June 10-21. Annual School Administrators' Conference, at Nashville, Tenn. Dr. Dennis H. Cooke, Peabody College, Nashville, secretary.

June 10-25. American Library Association, at Boston, Mass. Carl H. Milam, Chicago, Ill., secretary.

June 20-July 3. National Education Association, at Boston, Mass. W. E. Givens, Washington, D. C., secretary.

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## THE FUNCTIONS OF STATE SCHOOL-BOARD ASSOCIATIONS

(Concluded from page 32)

providing for too much 'spoon-feeding'? Have we gone away from the true meaning of education to draw out, and instead have resorted to a system of 'pouring in'? Is this bulwark of our democracy being so undermined and softened as to bring about a condition just the opposite of what we are striving for?"

Now perhaps these fears are ungrounded and maybe a good number of systems do not have to consider them. But a school-board association is certainly fulfilling an important task in educating its membership on matters of school policy. All too frequently our educational specialists act as their own judge and jury. They state what aims we should accomplish; they tell us how we should accomplish them; and then decide whether or not we have been successful. It is definitely the province of the specialists and educators to determine the "how" of education; but the question of the aims and the final judgment of accomplishment of these aims must logically be left with those who are maintaining the schools. A man building a home hires an architect. He allows the architect to design the house and to let his contract—both of these tasks are work for a specialist. But it is up to the owner to state what kind of a home he wants, and whether or not he believes the home is the kind he wanted.

Over the entrance to an auditorium at Georgetown College, which I once attended, there is this inscription:

"THERE IS NOTHING MORE WORTHY OF A MAN'S AMBITION THAN THAT HIS SON BE THE GREATEST OF MEN."

It can be truthfully said that there is nothing more worthy of a school-board member's ambition than that his school system be the best in the land. It is my belief that a properly functioning school-board association can help make such an ambition possible.

## ROYAL CENTRE

(Concluded from page 38)

machines, mirrors, etc., to permit of complete courses in introductory and advanced sewing and dressmaking courses. The science laboratories provide instruction in physics, chemistry, and biology. Considerable attention is paid to the study of those aspects of biology which are particularly valuable for the development of farm interests.

The library-study hall is equipped to serve as the academic center of the school. Open library shelving, standard library tables, and chairs permit of freedom and informality for study and leisure reading. Ample provisions have been made in the music-English room, in the library, and in the science department for the expansion of courses and the adjustment of the school program to an evolving social and educational situation.

The building was planned after a close study of the educational program and of the community problem. The educational planning was carried on under the direction of Principal R. W. Johnson, who was drawn upon for technical advice. Mr. John Goodrich was trustee under whom the project was initiated, and Mr. Anson Thompson was trustee. The architect, Mr. Henry C. Wolf, was chosen on the basis of experience and achievement in school planning and construction.

## Are These YOUR PROBLEMS?

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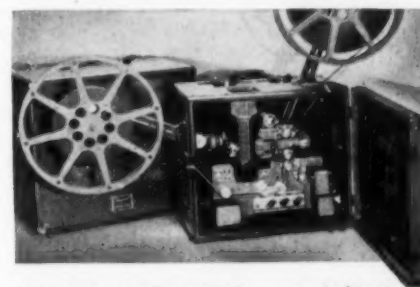
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### NEW AIDS TO FINDING FILMS

The films you want are easy to find in the new, 1941 B&H Filmosound Library Catalogs, thanks to a new arrangement suggested by teachers. Mark coupon for the volumes you want. Free to projector owners; 25c each to others.

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Please send: ☐ Free book, *Filmo on the Faculty*; literature on ☐ sound projectors; ☐ *Filmo Visual Review* (quarterly); catalog on ☐ educational, ☐ recreational, ☐ religious films.

We now own ☐ sound ☐ silent projectors of ☐ make.

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## After The Meeting

### "BREAD UPON THE WATERS"

I was principal of a small high school in the Cascade Mountains. We were snowed in about seven months of each year. Skiing, fishing, hunting, and sleighing were the chief forms of recreation of the pupils.

One morning following a rather heavy snow storm, one of the boys—part Indian—came to my office and asked if he could be excused for the day. He seemed reluctant about giving me a reason for his absence. He was a good student and thoroughly reliable. I did not press him for the reason, but required that he arrange first with each teacher about his work.

Next morning, very early I found a large fresh bear roast neatly wrapped on my back porch. I understood then. He is now with the United States Department of Forestry.—H. W. Adams.

### ARBITRARY RULES AND PASSING THE BUCK

Snow had begun to fall. The principal of the junior high school made a ruling that anyone caught throwing snowballs near or toward the junior high school building would be given ten spats.

The senior high school principal was unaware of this order. He was quite surprised, therefore, when the junior high school principal appeared at his office with John Smith—some 6 ft. 4 inches of him and weighing about 210 lb. John Smith, by the way, was the state high school heavyweight wrestling champion. He was also an all-state football player.

The junior high school principal explained his ruling about snowballing and said: "I caught one of your boys, John Smith, violating my order; so I have brought him to you for punishment."

The principal of the high school looked up and down the whole 6 ft. 4 in. of John Smith, then with a smile on his lips said to the junior high school principal: "I really do not think I should take this out of your hands. You made the order, suppose you administer the penalty."—H. W. Adams.

### Not For Entertainment

The farmer was complaining to his wife that he could find no old clothes to put on the scarecrow.

"How about the suit that Elmer wore last year at college?" she suggested.

"I want to scare those crows, not make 'em laugh," came the disgusted answer.



### Interesting Case

The professor was alone in the house when a beggar came along.

Beggar: "Beg pardon, sir, but I've had nothing to eat for a week."

Professor: "How very interesting. Well, come back later and tell me how long you were able to hold out."—Furnica.

## School Buyers' News

### New Balsam-Wool at No Extra Cost

The Wood Conversion Company, St. Paul, Minn., has announced a new, thicker balsam-wool, which it is claimed has greater efficiency, greater thickness, and greater moisture protection than ever before.

This new product, which is available in "standard" and "double thick" widths to fit 16-in. and 24-in. framing members, is available for immediate shipment. Among the advantages claimed for this new product are its greater eye appeal, its protection against moisture, greater thickness, and efficiency, all at the same price as formerly. The double thick blanket has three individual moisture barriers, and the old standard blanket has two barriers.

Complete information and prices are available by writing to the Wood Conversion Company at St. Paul, Minn.

### Announce New Erpi Mirrophone

Erpi Classroom Films, Inc., 35 Thirty-fifth Ave., Long Island City, N. Y., has announced a new "Mirrophone," which is an electrically operated magnetic tape recorder and reproducer for recording speech and for recreating speech and other sounds. The sounds picked up by the microphone are captured as magnetic images on a steel tape revolving silently inside the mirrophone.

The "Mirrophone" is portable and self-contained, the recording unit, amplifier, and loud-speaker being housed in a single attractive cabinet. The "Mirrophone" may be plugged into an A.C. outlet, so that the user may practice with his voice as long as he wishes without added expense.

The "Mirrophone" saves teaching time, is quick and easy to use, and economical. Complete information is available by writing to the Erpi Classroom Films, Inc.

### New 16mm. Motion-Picture Films

Sixteen M. M. Pictures, Inc., 1600 Broadway, New York City, has announced the release of a number of new 16mm. sound motion-picture films, entitled "Man of Aran" and "Birthplace of America."

The latter film will be of interest to teachers and school authorities, because it depicts scenes, points of interest, and birthplaces of America's great men and their ancestors, including George Washington, Abraham Lincoln, and Benjamin Franklin.

### Announce New Gradutrol Valve

The Minneapolis-Honeywell Regulator Company, Minneapolis, Minn., has announced a new pneumatically operated control valve, which incorporates many unique features and includes especially constructed bellows of molded Neoprene, assuring long operating life and a maximum of power in a minimum of space.

This new valve overcomes the undesirable effects of variable steam pressure and friction in the packing gland by the use of an especially built-in "gradutrol relay," which provides maximum power to change the position of the valve disk to meet changes in demand by the controller.

Among the special features are an external indicator to show the position of the valve disk—a simple means for converting the valve from a "normally closed" type to a "normally open" type—and adjustments for maximum and minimum flow and for throttling range. The valve body is single seated, bronze with brass trim, in sizes of 1/2 to 3 in. for screwed connections. A special V-port guide may be adjusted for lift up to 3/4 in. maximum.

Complete information is available by writing to the Minneapolis-Honeywell Regulator Company, 2950 Fourth Ave., South, Minneapolis, Minn.



Honeywell Gradutrol Valve

### New Catalog of Domestic Science and Sewing Room Furniture

Leonard Peterson & Company, Inc., Chicago, Ill., have issued their new catalog No. 21, describing their line of domestic-science and sewing-room furniture.

The booklet contains complete specifications and typical plans for various types of home kitchen equipment and sewing equipment, including cabinets, tables, chairs, display and supply cases, refectory tables, refrigerators, and teachers' desks.

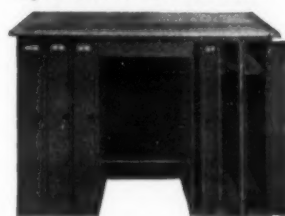
Complete information may be obtained by writing to the Leonard Peterson Company, at 1222 Fullerton Ave., Chicago, Ill.

### Lyon Vocational Catalog

A new booklet-catalog, available free to vocational training departments and schools, is designed to help solve problems relating to (1) training methods, (2) protecting tools and materials, (3) increasing classroom and shop capacity, (4) storing supplies and personal effects, (5) increasing student efficiency and understanding of industrial shop methods, and (6) reducing fire hazard.



Lyon Locker Work Bench



Lyon Locker Drawing Table

The booklet, entitled "Lyon Steel Equipment for Vocational Schools," shows the types of shop and tool storage equipment found in the most modern industrial plants and adapted for educational purposes. This is timely help for vocational schools and departments faced with the necessity of stepping up their programs under national defense, and re-adapting their shop and toolroom equipment to care for increased registrations.

The booklet is available to school officials by writing on school stationery to Lyon Metal Products, Aurora, Ill.

### Weed Out Obsolete Fire Extinguishers

Fire extinguishers used in schools and educational institutions must be usable because they may be needed for instant action. Extinguishers which have outlived their usefulness should be discarded, because they may fail in the hour of need and allow fires to get out of control.

The Safety Research Institute, New York City, in a recent statement warning against old extinguishers, has pointed out that extinguishers must be maintained in good condition. Even fairly new ones may become defective because of corrosion, freezing, or rough handling. It is suggested that old extinguishers be inspected regularly by competent service men and that they be subjected to special tests in order to determine their fitness for use. Special attention should also be paid to extinguishers which do not carry the Underwriters' inspection label.

### Announce New Teaching Films

Bell & Howell Company, 1801 Larchmont Ave., Chicago, Ill., has announced its new 52-page Educational Film Catalog, which describes 1000 films suitable for teaching purposes. These films, mostly short subjects, include both sound and silent films.

### THE KEWAUNEE MANUFACTURING COMPANY CONSOLIDATES BUSINESS INTERESTS AT ADRIAN, MICHIGAN

The Kewaunee Manufacturing Company has now completed the consolidation of its wood and metal scientific laboratory furniture manufacturing operations at Adrian, Mich. The general, administrative, and sales offices of the company as well as the wood manufacturing operations have been moved to Adrian, Mich., in effecting this consolidation of all of the company's interests at Adrian.

The Kewaunee Manufacturing Company was established at Kewaunee, Wis., in 1906 for the manufacturing of wood, scientific laboratory, vocational, and home-economics furniture. The general offices of the company have been located at Kewaunee, Wis., until the present time. The Adrian plant of the Kewaunee Manufacturing Co. has operated exclusively as a metal scientific laboratory furniture plant from 1932 until the consolidation.

A more or less continuous expansion program has been carried on at Adrian over the past several years and the completion within recent days of a new plant, 450 ft. long by 100 ft. wide, to house the mill, machine, and cabinet departments of the wood-furniture division of the company provides sufficient room for all of the company's manufacturing to be carried on under one roof.

The combined plant of the company is now 780 ft. in length and all of the recent additions are one-story, brick, steel, and glass structures providing uninterrupted manufacturing floor space. Full-height glazed walls and glazed turtle-type roofs provide splendid lighting and ventilating and ideal working conditions.

The enlarged factories at Adrian provide for the most efficient possible type of manufacturing. The production flow of wood furniture starts at one end of the factories and flows to completion at the center of the plant. Metal-furniture production starts at the opposite end of the

plant and flows to completion at the center. Raw materials are fed into the plant at both ends and finished products are shipped from the center, with railroad-car loading provided for on one side of the plant and truck loading being carried on inside the plant at the opposite side of the factory. Straight line production with a minimum of waste motion and handling is achieved.

Many efficiencies are apparent from an inspection of the plant. No elevator service is necessary by reason of single-floor operation. Continuous railroad siding along the entire length of the plant facilitates the receiving of raw materials and shipping of finished products. Lumber will be handled directly from cars to kiln cars for air drying on tracks in the yards and subsequently will be trucked without rehandling to the dry kilns and from the dry kilns to the cut-off saws. Fluorescent lighting of the latest type makes possible the efficient two- and three-shift operation now necessitated by the very large volume of business being handled.

The latest types of machines and machine-tool equipment have been or are being installed to supplement the equipment moved from the Kewaunee, Wis., plant. New types of gas-fired baking ovens are in operation to provide uniform baking temperatures on chemical resistant finishes to 400 deg. F. Forced drying is provided for wood furniture finishes up to a temperature of 130 deg. F.

The consolidation of the Kewaunee and Adrian plants not only provides the most economical and efficient manufacturing conditions for the production of wood or metal furniture, but also allows for very interesting combinations of wood and metal furniture to meet the highly specialized furniture requirements of today.

Currently, approximately 175 people are employed in the metal-furniture activities of the company, and this crew will be very nearly doubled when the wood-furniture activities of the company are again in full swing.

The Kewaunee Manufacturing Co. has issued an invitation to all interested educators, architects, and engineers to visit and inspect the new consolidated operations at Adrian.

### New Burroughs Adding Machine

The Burroughs Adding Machine Company, Detroit, Mich., has announced a new Desk Adding-Bookkeeping Machine for schools, a carefully planned unit of business-machine training equipment, which should enjoy wide popularity because of its practical and economical use in the classroom.

This new machine combines three business



New Burroughs School Adding Machine

office functions—adding, figuring, and bookkeeping—in a single, compact desk machine. Its low cost permits the use of clerical and bookkeeping procedures similar to the most expensive listing and bookkeeping machines.

The machine is equipped with a platen in two sections so that either tape or ledger or both may be used without adjustments. It eliminates needless operations in figuring and permits rapid subtraction. Complete information and prices may be obtained by writing to the Burroughs Company, at Detroit, Mich.

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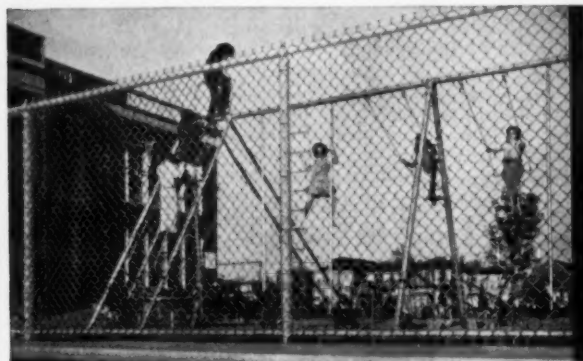
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**Armstrong's Corkoustic and Temcoustic**

## PAGE FENCE

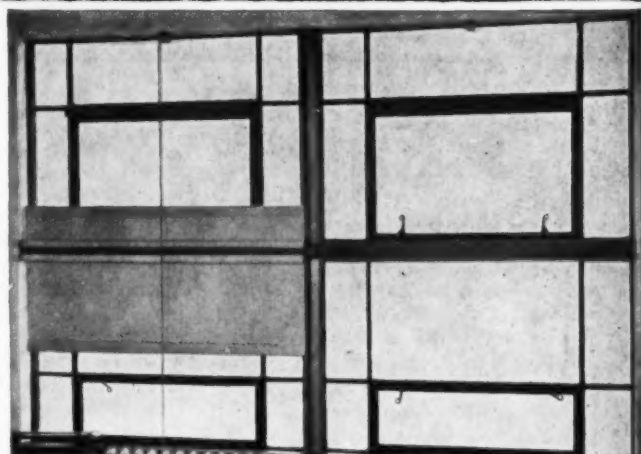
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